

# SCHOOL LIFE

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Secretary of the Interior, HUBERT WORK - - - Commissioner of Education, JOHN JAMES TIGERT

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## Educational Situation in the National Capital

*Awakened Public Interest the Outstanding Development. School-house Construction Woefully in Arrears. Passage of Pending Bills Will Help. Congress the Local Legislative Body. Citizens of District Do Not Enjoy Right of Suffrage*

By F. W. BALLOU

Superintendent of Public Schools

THE OUTSTANDING DEVELOPMENT during the past few years in the educational situation in the District of Columbia has been the awakening of public interest in the support of an adequate constructive program. This development is the result of a systematic effort on the part of the Board of Education and the Superintendent of Schools to develop a systematic program of education for the District and to secure local public approval therefor.

The citizens of the District of Columbia are organized into a large number of local citizens' associations. Each section of the District has its own local body which interests itself in the public welfare. Moreover, there are other civic bodies representing general interests of the District, such as the Federation of Citizens' Associations, Board of Trade, Chamber of Commerce, Rotary Club, Lions' Club, Civitan Club, Kiwanis Club, and others. The Board of Education has held a meeting with the representatives of these local associations each year for the past three years during the first week of December, when Congress convenes. These meetings have been attended by a hundred or more such representatives. At this meeting the Board of Education has presented its constructive educational program for the year, and has invited criticism and comment, and has sought the support of the organizations represented by the delegates at those meetings. The constructive program so presented has uniformly met with the approval and indorsement of the local associations. Indeed, at the most recent meeting, the delegates assembled voted to constitute a special committee of five representatives who should become a committee to further the legislation in Congress affecting the school system. This committee has concerned itself not only

(Continued on page 166.)

## Reorganization of Education in the Departments

*Proposal to Create Department of Education and Welfare a Development of Paramount Importance. Existing Organization Grows Without Unified Plan. Men of Highest Type to Be Selected for Appointment as Assistant Secretaries*

By JNO. J. TIGERT

United States Commissioner of Education

IT IS not only a conspicuous honor but a most gratifying privilege that has been conferred upon me by the officers of the Department of Superintendence to occupy a place on the program at the opening of this meeting, which promises to mark a new epoch of progress in education.

The President assigned to me the duty of making some observations at this time upon some of the outstanding things which I have observed in my official visits over the country and which bear upon the welfare of the children and the State; but there has transpired within the past few days a matter of transcendent and paramount importance which will have perhaps a far-reaching effect upon the educational welfare of all the children in the Nation, and it seems wise to devote my entire attention at this time to this significant development in the Federal program. I refer to the reorganization of the executive departments of the Government recently put before the Congress by the President of the United States, and which will be taken up by the Congress which will convene in December. I feel that I am called upon to do this particularly because the proposed reorganization will have a more significant effect upon education than upon any other of the manifold interests involved. In presenting this matter I do so with the consent and approval of the President of the United States, but without the slightest desire to inject political or Federal authority upon

**E** DUCATION is not only a moral renovator and a multiplier of intellectual power but it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation's resources but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. A trespasser or a knave may forcibly or fraudulently appropriate the earnings of others to himself, but education has the prerogative of originating or generating property more certainly and more rapidly than it was ever accumulated by force or fraud. It has more than the quality of an ordinary mercantile commodity, from which the possessor realizes but a single profit as it passes through his hands; it rather resembles fixed capital, yielding constant and high revenues. As it enjoys an immunity from common casualties, it incurs no cost for insurance or defense.—Horace Mann.

this body with a view to influencing its probable action or attitude with reference to the proposed reorganization. I desire to bring to this body, representing as it does those who are administering education in the United States, with all the courtesy that is due to such a body, such information as I have with reference to the administration's program, particularly as it pertains to education.

Read before the Department of Superintendence, Cleveland, Ohio.

It is a matter of common knowledge that the executive departments of the Federal Government have not been organized and developed according to a logical plan, but that these departments have been established and have grown for more than a hundred years according to the exigencies and political demands of the successive administrations. From the time of George Washington to the present, opportunism and expediency have largely created and evolved the various departments, establishments, and bureaus of the Federal Government and no concerted plan has been followed. One who begins to look upon the arrangement of activities in the Federal Government finds all kinds of anomalous things which appear inexplicable and almost laughable. It almost seems that some one must have written down the names of the various departments, establishments, and bureaus and drawn them by chance from a hat, without regard to function or relationship. In no activity does this appear more conspicuously than in education. One may be surprised to find the Bureau of Public Roads in the Department of Agriculture, or the Patent Office in the Department of the Interior, and other similar anomalies, but he is bewildered to find that the educational activities of the Federal Government are carried on by some thirty-odd bureaus, organizations, and agencies scattered through the Departments of Interior, Treasury, War, Labor, Justice, Agriculture, and various independent establishments.

#### *Departments Organized Heterogeneously*

The lack of unity and proper relationship of activities in the executive branch of the Government has long been a matter of concern to the present administration. President Harding, appreciating the importance of the matter, committed himself during the campaign for the presidency, in his inaugural address, and in his first message to the 67th Congress, to a reorganization of the executive departments, laying particular stress upon the need of establishing a department to promote citizenship and general welfare, including education. The President pointed to the inefficiency and uneconomic character of the present organization of the executive departments and stressed the need of a new department to concern itself with the public welfare, including such matters as education, health, social service, and care of those men who have suffered in military service for their country. In the President's own words: "The present system magnifies cost and fritters energy."

For many years before he dreamed of being President of the United States or

even Senator, Warren G. Harding had pondered this matter of a more adequate provision by our Government for developing and conserving its citizenship. This is not remarkable when one considers that he came of a family which long devoted itself to social service and welfare. The Hardings come of a sturdy old New England stock, and the best ideals of that stock have been preserved among them. The President's father is still practicing medicine at Marion, Ohio, at the advanced age of four score years; his mother was a woman of strong and deeply religious nature; his only brother is a leading physician in Columbus, Ohio; one of his sisters is a teacher by profession, and teaches English in the Marion High School; another sister was for many years a missionary to India, where she took part in the establishment of numerous missions, schools and dispensaries, and has long dedicated herself to social service. Since her brother's election she has been a member of the Women's Bureau of the Capital City. It was of Carolyn and her brother Warren—the last and first born of her children—that the mother said before she passed away: "These are consecrated for service to God and humanity."

#### *President Interested in Education*

Coming of a family of this character, it is no strange circumstance that the President should have interested himself in a more effective service by the Federal Government for education, health, social uplift, care of soldiers, and all that pertains to public welfare. Many perplexing problems of a domestic and international character have occupied the President during the two years of his administration which have elapsed, but this reorganization would have received attention early in the administration had it not been for the difficulties encountered in securing the necessary accord among the various executive departments involved. The President feels deep regret in the delay which has occurred and attributes it solely, to use his own words employed in his letter of transmittal, to the "difficulty which has been encountered in reconciling the views of the various persons charged with the responsibility of administering the executive branch of the Government."

I shall not take time to enter in detail into a discussion of the reorganization of those executive departments which do not affect education, but the general outline of the reorganization plan recommended by the President and the Cabinet is summarized as follows:

I. The coordination of the Military and Naval Establishments under a single

Cabinet officer as the Department of National Defense.

II. The transfer of all nonmilitary functions from the War and Navy Departments to civilian departments, chiefly Interior and Commerce.

III. The elimination of all nonfiscal functions from the Treasury Department.

IV. The establishment of one new department, the Department of Education and Welfare.

V. The change of the name of the Post Office Department to Department of Communications.

#### *Merge Independent Establishments*

VI. The attachment to the several departments of all independent establishments except those which perform quasi-judicial functions or act as service agencies for all departments.

In his letter of transmittal to Mr. Walter F. Brown, Chairman of the Joint Committee of the Senate and House on the Reorganization of Government Departments, the President says: "The changes, with few exceptions, notably that of coordinating all agencies of national defense, have the sanction of the Cabinet. In a few instances, which I believe are of minor importance, the principle of major purpose has not been followed to the letter, in order to avoid controversies which might jeopardize reorganization as a whole."

The administration's general reorganization program was presented in the United States Senate by Senator Reed Smoot, of Utah, a member of the Joint Committee on Reorganization, on Tuesday, February 13, with the request that the reorganization plan, together with the President's communication, be printed as a public document. It was accordingly printed in the Congressional Record of February 16. Those interested in studying further the general reorganization program may find it there. We will confine ourselves in the rest of our discussion purely to that part of the reorganization which affects education.

#### *Will Comprise Four Activities*

The program of reorganization proposes the creation of a new executive department in the Government to be known as the Department of Education and Welfare, with a Secretary of Education and Welfare and executive offices. Under this department are to be four separate general activities, each of which functions under an Assistant Secretary. These four are Education, Public Health, Social Service, and Veteran Relief. It is proposed that all educational activities now being carried on by the Federal Government be merged into a division of the

(Continued on page 160.)



# Superintendents in Convention at Cleveland

*Great Variety of Topics Discussed. Development of Efficient Citizenship Repeatedly Emphasized as Prime Purpose of Public Education. School Curricula, Teacher Training, and Finance Prominent in Proceedings*

**T**HAT SCHOOL SUPERINTENDENTS have a complex problem that can only be met by intensive study of each aspect of it was the impression made by the wide range of subjects considered at the annual meeting of the Department of Superintendence of the National Education Association, held at Cleveland, February 25 to March 2. The cost and fiscal administration of the schools, the results gained from the money spent, the curriculum, the physical welfare of pupils, the preparation of children and of immigrants for citizenship, the planning and construction of school buildings of the best possible kind, the combating of adult illiteracy, and the training of teachers to continue the work of education are some of the diverse problems which the superintendents must meet.

Interest rose higher and higher as the week went on, and it culminated in a wave of feeling when the last speaker, Edward A. Steiner, of Grinnell College, in a plea that the public school develop a large and generous attitude toward the immigrant, brought the superintendents to their feet, an unusual tribute to a remarkable speech.

## *Educational Issues Presented*

How the school day may be most profitably employed, what distribution of the tax dollar is justified, what economies are to be effected that will warrant increasing the educational load with the addition of adult education and public welfare were questions suggested to the visiting educators by R. G. Jones, superintendent of schools, Cleveland, in his address of welcome. Out of the superintendents' deliberations, he said, the public hopes to gain a clearer notion of what constitutes a proper educational program for the first 12 school years, a definition of the boundaries between fundamentals and cultural adjuncts and between special and general education. In short the public is eager to know the program of education that will lay the foundation for a citizenry with an inclination to do a day's work capably, to employ leisure time profitably, and to enjoy life fully.

That education is preparation for citizenship was emphasized frequently during the meeting. When Alvin W. Owsley, national commander of the American Legion, at the opening meeting said that the success of popular sovereignty is dependent upon the popular intelligence, that an intelligent and informed voting population is a necessity in this country, and that the American public schools are established to educate the people for their duties as citizens, it was evident that his words carried weight with his hearers.

## *Education Chief Business of Democracy*

The close relationship between education and citizenship was further emphasized by Newton D. Baker, president of the Cleveland Chamber of Commerce, who said that education is the chief business of a democracy; and that the function of educational institutions is to send out boys and girls who are proved in character, competently trained in mind, and free from prejudice of race, of religion, of geographical section, and of political commitment. This preparation is necessary, he said, for the next generation will have a task in democracy that has never been set before any people in the history of the world.

Mr. Baker told of Gilbert Murray's suggestion that a committee be formed for intellectual cooperation between nations, as the first step toward world unity. This idea was in sympathy with that of Professor Steiner, who said that the races of the world will be united only through broad cultural education. These ideas were received by the superintendents with great favor.

## *Right Use of Leisure Time*

Another high point in the week was the speech of Henry Turner Bailey, head of the Cleveland School of Art. Dean Bailey said that every pupil in every school may discover his pathway to successful life through the right use of leisure time. Character is determined partly by what a man does for a living, he said, but more largely by what he does outside of work hours. Education for the right use of leisure time is one

of the primary functions of the public schools; and nature study, drawing and design, vocal and instrumental music, poetry, and supplementary reading—in short, the so-called fads of education—are of supreme importance in developing character.

## *Reorganization of Educational Activities*

To bring about the best results in the schools educators are resolutely facing the tasks of organization, of finance, and of administration. John J. Tigert, United States Commissioner of Education, described the program planned by President Harding for the reorganization of the educational activities of the Federal Government, which are now carried on by about 30 organizations scattered through the departments of the Interior, Treasury, War, Labor, Justice, Agriculture, and various independent establishments. He explained the organization of the proposed Department of Education and Welfare, with four separate activities—education, public health, social service, and veteran relief—each in charge of an assistant secretary.

The tendency to look facts in the face was evident on all sides. The superintendents did not "view with alarm" the unfavorable conditions that they had to meet, nor did they "point with pride" to their achievements, but they stated facts exactly as they found them.

## *Separate Financing of Schools*

This tendency was especially evident in the session devoted to financial problems in education. Separate financing of schools was urged by George D. Strayer, professor of educational administration, Columbia University, after a study of financial conditions in 377 cities in various parts of the United States. The result showed conclusively that separate financing does not result in extravagance. There is practically no difference, he said, in the total expenditure for all school purposes per pupil in average daily attendance between the cities in which schools are separately financed and those in which the school budget is determined by the general municipal authority. The cities in which the

boards of education are in complete control of the finances of the school system, including the right to levy taxes, show a larger tax rate, a larger expenditure per pupil in average daily attendance for general control, for maintenance of plant, for fixed charges, capital outlay and debt service than do the cities in which the board is dependent upon general municipal authority. In the latter cities there is a larger bonded indebtedness per capita and a larger expenditure for instructional service.

#### *To Train Coming Citizens*

That the purpose of a public-school curriculum is to serve as a guide to train coming citizens to promote the general welfare was the conclusion of William McAndrew, associate superintendent of schools, New York City, after he had questioned the "twelve apostles of education" as he called the superintendents of schools in 12 cities representing all parts of the country. The answers from these men showed remarkable unanimity in their understanding of the curriculum as a guide to citizenship training. The human element in the curriculum was Doctor McAndrew's special interest, and he defined the human element as the regard for a more perfect union, for justice, for domestic tranquillity, for common defense, and for the general welfare.

Many courses of study are deficient in this human element, and the 12 representative superintendents gave as some of the reasons for this deficiency the influence of the traditional, undemocratic purposes of education, the lack of civic purpose in supervision, and low political ideals in certain school boards.

Here are the answers of nationally known educators quoted by Doctor McAndrew in response to the question, "What should a school curriculum be?"

#### *Character of School Curriculum*

**A. H. Wild**, dean of Teachers' College, Boston: An outline of daily school occupations tending to supply the community with the most valuable citizens we know how to train.

**Payson Smith**, Massachusetts State commissioner of education: The curriculum aims for the public benefit, not to enable boys to make money or get ahead.

**Thomas Finegan**, Pennsylvania superintendent of public instruction: A course conducive of the spirit of loyalty to the common State and Nation.

**William L. Ettlinger**, New York city superintendent: A recipe for the Nation's morale, civic welfare, patriotic fiber.

**Frank Cody**, Detroit superintendent: A plan for training for social efficiency in a democracy.

**Frank W. Ballou**, Washington superintendent: A system to fit for service in society.

**Randall J. Condon**, Cincinnati superintendent: A plan by which children may happily be prepared for efficient service.

**John H. Beveridge**, Omaha, president of the department of superintendence: A guide for training citizens.

#### *Principles of Curriculum Development*

That pupils should be given work in which they can attain a large measure of success was strongly urged by Otis W. Caldwell, principal of Lincoln School, New York City, speaking of principles and types of curricular development. When a college examiner recently stated that a college-entrance examination in physics should not permit more than 60 per cent of those taking it to pass, he was supporting and promoting one of the most serious situations in modern education, said Doctor Caldwell. Education is designed to help people in common life, he added, and educators should make efforts to prepare school courses that are linked closely with the problems of everyday life. He told of some sample arithmetic questions asked of a large number of pupils in schools of 30 cities, and said that the results showed that the pupils could do correctly less than half of the work involved.

For a maximum expenditure of \$852 the public school will instruct for six years any normal child entrusted to its care, said Herbert S. Weet, superintendent of schools, Rochester, N. Y., telling what the schools do in relation to what they cost. The school will lay a common foundation including the tools of language and number, a trained mind and a sound body to use in life's activities, a moral nature appealed to and thereby stimulated and made intelligent for the great social and civic obligations, the aesthetic life awakened, the universal craving for the use of the human hand gratified and its indispensable contribution to the arts and industries of life recognized. It is an ideal and yet there is not a single one of its elements with which any one of us would be willing to dispense in the education of our own children. It touches simply the latent possibilities of a human being. For the public school to allow any one of these to remain latent is to deprive the individual and to ignore the ultimately great needs of our national life.

#### *Industry Knows Cost of Illiteracy*

These vitally important things that must enter into the proper education of each child, and the large number of children for whom provision must be made are seldom, if ever, thought of

except in the most vague and general way when school costs are discussed.

Initiative and sense of responsibility should be encouraged in prospective teachers during their training course, according to Ambrose L. Suhrie, dean of the Cleveland School of Education. It is absurd to prescribe their whole course for them, to tell them just what to do all through the course, and then expect them to become independent thinkers as soon as they receive their diplomas—to attain suddenly the power of initiative and the ability and willingness to carry the responsibility for the independent conduct and management of classroom activities. Every member of the student body should be treated as though she were already in the teaching service, and should be given practice in initiating plans for the solution of certain educational and social problems. Responsibility for the inside administration of the school and for the conduct of much of its class work and other activities should be placed upon the collective group.

Dean Suhrie went on to say that better methods of selecting students for admission to teacher-training institutions must be found, adding that almost nothing has been done to interpret to teachers and administrative officers in the high schools the significance of certain personal qualities in students who would become teachers. The intelligence quotient does not tell the whole story.



#### *True Purposes of Business Education*

Modern tendencies in education for business will be discussed at the second commercial education dinner conference to be held by the United States Bureau of Education in conjunction with the Eastern Commercial Teachers' Association, at Providence, R. I., March 29, 1923. The aim of these conferences is to see more clearly the true purpose of business education, and to develop scientifically the subject matter for this type of education and the methods of teaching it. Among the speakers will be Richard D. Allen, director of research and guidance, Providence public schools; F. G. Nichols, graduate school of education, Harvard University; Wm. M. Davidson, superintendent of city schools, Pittsburgh, Pa.; and J. L. Harman, president, Bowling Green University, Bowling Green, Ky. Glen Levin Swiggett, of the United States Bureau of Education, will be chairman of the conference.



Instruction in kindness to animals is required by law in the schools of Connecticut.



# Education in Accident Prevention

*Prevention of Accidents Depends on Formation of Habits of Care and Common Sense. Safety Instruction in 276 Cities*

By MARY NOEL ARROWSMITH

*Assistant Secretary, Education Section, National Safety Council*

**E**ACH year 76,000 people are killed in the United States by accident, of whom 25 per cent, or 19,000, are children under 15 years of age. For every death there are 26 serious injuries—nearly 2,000,000 people hurt and maimed and crippled. It is not a pleasant picture, and it is a shameful one when we realize that this waste of life and limb is wholly unnecessary. It can be changed, if we will. The reason for this appalling loss is largely psychological, for we as a Nation have not learned to think in terms of conservation as applied to human life. The secret of preventing accident lies in teaching the children of the country to form habits in accordance with the ordinary laws of safety and common sense. With this in view the education section of the National Safety Council has been working since 1919 toward the development of education in accident prevention in the public and parochial schools of the country. The plan of making safety instruction an integral part of all regular curriculum subjects was worked out and its practicability demonstrated by Dr. E. George Payne, of New York University, at that time principal of the Harris Teachers' College in St. Louis. Other cities felt the need and developed similar work along the lines followed by St. Louis, notably Detroit, Cleveland, Cincinnati, Louisville, Milwaukee and several others, and achieved remarkable results in the reduction of the death rate of school children.

## *Coordination With Other Subjects*

Briefly the plan is this. The various phases of safety in the home, in the school, at play and on the streets are used as themes for study and discussion in each of the conventional school subjects. For example, English class work offers an unlimited field for work in accident prevention through reading, composition, speeches, debates, etc. Drawing has an equally extensive scope for safety-teaching through posters, construction, sand-table models, scrapbooks, bulletin boards, etc., and an arithmetic class can use accident statistics for their city, state or county as a basis for graphs and problems, learning meanwhile the value of keeping accurate public record of accidents so that the extent of the accident situation may be known.

Civics can include the study of municipal and governmental agencies for the protection of citizens such as the police, fire, and health departments. Safety may be emphasized in geography through the study of United States Coast Guard, the fighting of forest fires, and protection from floods. Science may deal with poisons and their antidotes. This scheme involves no extra study periods, and instead of being a drag on the teacher it makes her work easier because the accident theme stimulates the children's interest by relating their school work to their every-day experience.

## *Reports From School Superintendents*

This, then, is the plan endorsed and adopted by the National Safety Council. In November, 1922, the education section of the council sent out to school superintendents in cities of ten thousand and over a questionnaire regarding the teaching of safety in their schools. This questionnaire met with unusual response, and a realization on the part of educators that this problem is a vital one for the schools to consider and act on. The following outline is an analysis of the answers received:

1. Schools with safety teaching:
  - (a) Introduced as a part of the curriculum..... 142
  - (b) As a special subject..... 37
  - (c) Both as a special subject and as a part of the curriculum..... 40
  - (d) Instruction in safety incidental..... 57
  - Total..... 276
2. Schools without safety teaching... 17
3. Reply without information on this point..... 3
- Total answers to date..... 296
4. Interest of child in school work stimulated by the use of the safety motive:
  - (a) Affirmative answers..... 136
  - (b) Negative answers..... 10
  - (c) No answer..... 133
5. Cities having children's safety organizations in at least some of the schools..... 82

The plans of the education section involve a clearing house for the exchange of material and information as to methods of safety instruction between schools.

This will be carried on largely by traveling exhibits and safety films showing methods of safety teaching. We feel very strongly that the best way to develop education in accident prevention is to make available for all schools which are interested plans and methods found successful by other schools.

The Statistical Bulletin of the Metropolitan Life Insurance Co. for November, 1922, makes a report which is most encouraging to those interested in the development of safety instruction. It says:

## *Automobiles Injure Fewer Boys*

"In view of the great and growing seriousness of the automobile situation as a whole, it is particularly gratifying to be able to report on one phase of the hazard which is actually declining. It appears from an analysis of the automobile fatalities among those insured in the industrial department of the Metropolitan Life Insurance Co., that the rate has actually declined since 1919 among school boys and young men. From 1911 until 1919 there was a steadily increasing rise in every age group. The two years following 1919 have shown this change in the situation—a decline apparently concentrated in the ages between 5 and 15 and to a lesser degree up to age 25. On the other hand, the rate among children under 5 and at the ages over 25 is increasing. The rate of increase is most marked among those over 65.

"Does this mean that the propaganda carried on in the schools and through the public press has actually borne fruit? It is among the boys of school age that a very large proportion of the automobile fatalities occurs. If, as the figures indicate, the influence of the police, safety and school authorities has taught caution in the play habits of these boys, then a real step forward has been taken."

It is most significant that the period of reduction in automobile accidents to boys of school age should correspond to the campaign for education in accident prevention which began in 1919. A long step forward has indeed been taken and it is not too much to hope that the needless loss of life among American children will be cut down to a minimum in the course of the next 10 years.



To encourage ice skating among school boys, the Milwaukee school authorities have been holding skating contests for boys from the fifth to the twelfth grades. At the final meet on January 27, a team was chosen to represent Milwaukee in an intercity meet held at Cleveland in February, when school boys from New York, Cleveland, Chicago, Detroit, and Milwaukee competed.

## To Promote Rural School Consolidation

*National Conference Proposes Means of Improvement. Consolidation Regarded Key to Progress of Rural Education.*

By J. F. ABEL

**T**WENTY-THREE STATES were represented at the first National Conference on Consolidation of Rural Schools called by the commissioner of education and held in the Public Auditorium at Cleveland, Ohio. Those in attendance included State commissioners of education, rural school workers from State departments, professors of rural education in State teachers' colleges, county superintendents, helping teachers, and representatives of Federal bureaus, all of whom are directly interested in or actively at work consolidating schools.

The conference was opened by Commissioner Tigert with an expression of his great interest in the rural schools, and his desire to leave nothing undone that would help to make them the best schools possible.

### *Training of Administrators and Teachers.*

Mrs. Katherine M. Cook, of the Bureau of Education, presided during the discussion of the first topic, "The training of administrators and teachers for consolidated schools." Supt. J. T. McKee of Colbert County, Ala., spoke on the need of good teachers from the administrator's standpoint.

Declaring that in Iowa nature had set the stage for consolidation and the rural sections of the State would soon have nothing but consolidated schools, Prof. Macy Campbell of the State Teachers' College at Cedar Falls, stated that while a mediocre man could be made into a fair city superintendent, he could not be trained to be a successful superintendent of consolidated schools. The college selects only strong students for training as administrators of consolidation. It can make such selection because the consolidated schools of Iowa are now paying better salaries than the town schools. "Consolidated schools are successful in proportion to the kind of leadership they have," said Professor Campbell.

The State Teachers' College course is arranged especially for superintendents and principals of consolidated schools, leads to a bachelor of arts degree with a major in rural education, and is designed to turn out professional school organizers who can act as coordinators between the school and the rural life it serves.

Dr. Fanny Dunn, of Columbia University, suggested that trained teachers are just as necessary to the success of consolidated schools as the trained superintendent.

### *Adequate Unit of Support.*

Prof. M. L. Smith, director of school consolidation of the State normal school at Emporia, Kans., was chairman for the second topic, "How shall we determine what constitutes an adequate unit of support and a reasonable unit of territory for a consolidated school?" For the most part the speakers on this topic were content to tell of the consolidated schools in their respective States and made no attempt to set up ideal standards.

"If any one knows a school law more complicated than that of Kansas, I'd like to be told of it," said Professor Smith, and hearty calls from the audience indicated that school men from Illinois, Pennsylvania, North Carolina, and other States believed their laws to be fully as cumbersome as those of Kansas. The speaker described the differences in natural conditions between east, middle, and west Kansas, and gave some of the outstanding facts of consolidation in the State. The policy of the normal school, he said, is not to urge the movement too rapidly.

George Morris, rural school supervisor of Ohio, welcomed the conference to his State, and outlined the progress that consolidation has made in Ohio. The State department favors the larger unit of 12 grades with at least 75 children in high school, a building with auditorium and gymnasium, courses in agricultural and prevocational work, and a district with an assessed valuation of two and one-half to three millions of dollars.

### *Difficult to Standardize Schools.*

After stating that 12 counties of Indiana were practically consolidated and that 40 more counties had some consolidated schools, State School Supervisor E. E. Ramsey said, "I am afraid of any attempt to standardize the consolidated schools, either by size or grade, because of the two variable factors—unequal density of population and unequal distribution of wealth." Mr. Ramsey considered the time that children are on the road to and from school to be a non-variable factor and set one hour as a maximum. He condemned the present township system of Indiana and recommended for the State the county unit. He recommended also a much wider use of the State's fine system of trolley lines in connection with school transportation.

J. T. Calhoun, State rural school supervisor of Mississippi, advises consolidation in his State wherever \$75,000

in taxable wealth and 200 children can be found in an area of 25 square miles. Some counties are entirely consolidated. Consolidated schools are being formed at the rate of about 100 a year. The limit of travel time for children is set at one and one-half hours.

### *Uniform Terminology a Desideratum.*

Lee L. Driver, director of the bureau of rural education of Pennsylvania, presided for the discussion of the third topic, "How shall we arrive at a uniform terminology or at least at a general understanding of terms used in the study of centralization in all the States?"

"You can have consolidated schools anywhere," said Mr. Driver, and he told of the work in Pennsylvania, a work whose whole aim is to secure better rural schools without setting any limitations on what shall be known as a consolidated school. W. S. Dakin, regional supervisor of Connecticut, suggested that it would be impossible in Connecticut to determine what schools had been formed as a result of unions, and that data might well be obtained for the schools according to the number of rooms in each.

### *Large Areas Still Unsettled.*

Mr. George A. Selke, inspector of rural and consolidated schools for Minnesota, in reviewing the situation in his State, told of the areas still under process of settlement and of what is accomplished by avoiding decentralization as new areas are developed. He gave as an example one large district with 8 consolidated schools and 77 one-room schools.

Louisiana is under the parish unit system; if any school is eliminated and a larger one established, it is termed consolidation according to Mr. Leo M. Favrot, State agent for rural schools. Mr. Favrot described also the grade limitation or partial consolidation plan that is frequently used in the State.

### *One Definition Not Approved.*

U. J. Hoffman, assistant State superintendent of Illinois, spoke of the 127 consolidated schools of that State and offered the suggestion that the term "consolidated" be applied to those schools formed by uniting public and private schools, a suggestion that was not favored by the conference.

The meeting closed with a motion, unanimously carried, that the chairman of the afternoon representing the Bureau of Education name a committee of five to consider the possibility of ways and means of arriving at more uniformity in the use of terms to be applied in making studies of consolidation, and report to a similar conference to be held in 1924.



## For the Eradication of Illiteracy

*Efforts in Kentucky and Other States Described in Recent Publication. Lack of Opportunity Only Hindrance to Learning Substantial Success Achieved*

KENTUCKY has been crusading to eradicate illiteracy since 1911, when the first "moonlight school" was opened for adults. How this work was begun and continued, giving thousands of men and women their first chance for education, is told in "Moonlight Schools," a recent book by Cora Wilson Stewart, who was county superintendent of schools in Rowan County, where the first of these schools was opened. When the school authorities planned to invite adults to come to school in the evening, they realized the difficulties of coming to school at night over the bad roads, the high hills, and the unbridged streams, so they decided to hold the sessions on nights when the moon was shining.

The day-school teachers of the various districts volunteered to do the work of teaching the evening schools, and canvassed their districts to find out who needed schooling and to encourage them to attend. On the opening night more than 1,200 persons from 18 to 86 years of age came to the schools, many of them to receive their first lesson in reading and writing. Nearly one-third of the county was enrolled; farmers and their wives, sons, and daughters, storekeepers, ministers, and laymen. It was soon evident that these people were easy to teach; it had been only lack of opportunity that had kept them from learning.

### *Few Illiterates Are Left*

At the close of the first campaign the county had only 23 illiterates. Of these, 17 were physically incapacitated and 2 had just moved into the county; only 4 remained who could not be induced to learn. The next year the superintendent and teachers who had conducted the first moonlight schools held a teachers' institute to instruct others who wished to do work of this kind in Rowan and adjoining counties. Twenty-five other counties soon had moonlight schools, and large numbers of students were continuing their education past the mere reading and writing stage. To spread this work systematically through the State, the legislature passed a bill providing for an illiteracy commission whose work was "to study the condition of adult illiteracy in our State and to give men and women their freedom from this bondage." The governor issued a proclamation against illiteracy. Prominent men and women toured the country at

their own expense, urging the establishment of moonlight schools.

### *Special Attention to Drafted Men*

At the time of the first draft registration, in June, 1917, it was learned that 30,000 men had signed their registration cards by mark. The illiteracy commission began a movement to instruct these men, so that they might be able to read and write before going to camp. Special sessions were called in the moonlight schools, which had been closed for the summer. The teachers returned at once from their vacations and taught for the rest of the summer. Special textbooks were written for the future soldiers. When the boys finally went to camp they had pledged themselves to continue their lessons there. Many of the moonlight-school teachers were drafted and were sent to camp with their pupils.

As the work continued, county illiteracy agents were appointed to aid and supervise the moonlight-school teachers. These agents are men and women of professional training, many of them college graduates. They have been virtually volunteers, since their salaries have been only about enough to pay their traveling expenses.

### *Moonlight Schools in Prisons*

To reach hundreds of illiterates, extensions of the moonlight schools were established in the jails and in the State reformatory and penitentiary. An added incentive to learn was given the prisoners by a resolution which was passed by the State prison board requiring that an inmate be able to read and write before his application for parole would be considered.

The crusade against illiteracy extended rapidly to other States. Moonlight schools were organized in Bradley County, Tenn., to teach the mountaineers; in Spartanburg County, S. C., to teach the people in mill villages, and in Grant County, Wash., to teach some German farmers to read and write English. Alabama followed Kentucky in making its campaign against illiteracy a State-wide affair. Other States soon began campaigning, and thousands of illiterates were taught in schools similar to the moonlight schools. These were called by various names, such as the "lay-by schools" of South Carolina, the "adult schools" of Alabama, and the "schools for grown-ups" of Georgia.

## Exhibit of Rural School Consolidation

Progress of rural-school consolidation and centralization in Colorado, Kansas, and Ohio was shown by an exhibit which was studied by hundreds of educators at the Cleveland meeting of the department of superintendence. A territory 17 miles long and about 1 rod wide served by the Fremont School in the Royal Gorge, was represented as part of the Colorado exhibit. This exhibit was prepared by Prof. C. G. Sargent, of Colorado State Agricultural College. Areas much larger than those usually served by consolidated schools were shown in the Kansas exhibit, prepared by Prof. M. L. Smith, of the Kansas State Normal School.

Eight counties were represented in the Ohio exhibit, showing the progress that has been made since 1914, when a law providing for county supervision went into effect. These exhibits were prepared by the county superintendents of Cuyahoga, Crawford, Lorain, Mahoning, Preble, Pickaway, Scioto, and Wood counties. Arrangements for the entire exhibit, which occupied more than 200 feet of a corridor in the public auditorium, were in charge of County Superintendent A. G. Yawberg, Cuyahoga County, Ohio.



## Newly Arrived Russians Teach Countrymen

The influx of professional classes from Russia has in many instances put new life into Russian organizations in the United States. A notable example is that of the Russian Mutual Aid Society, "Nauka" (Enlightenment) which has nine branches in or near New York. This oldest Russian society in America has been managed during its 17 years of life by workingmen. For a time it was strongly influenced by the Russian clergy. At one period it was almost disrupted by political and partisan strife. Nonpartisanship finally won and "Nauka" resumed its program of mutual aid and education. Its schools did not make good progress, however, owing to lack of trained teachers. This need is now being supplied by newly-arrived Russians who have joined "Nauka's" teaching staff.—*The Interpreter.*



To provide schoolrooms for 12,000 more pupils next September, the voters of Cleveland have approved a \$5,000,000 bond issue which was requested by the board of education.

## Building Exhibit Emphasizes Interior Plans

*Special Attention to Junior and Senior High Schools. Constant Effort to Reduce Halls and Stairways*

AS A CONTRIBUTION to the advancement of educational ideals, an exhibit of the best work of the past five years in planning junior and senior high schools was prepared by Randall J. Condon, superintendent of schools, Cincinnati, Ohio, and shown during the Cleveland meeting of the department of superintendence, National Education Association. Seventy-five cities in 21 States were represented by the plans and elevations of one or more schools. Whereas architecture was emphasized in last year's exhibit at Chicago, interior plans and costs of construction were emphasized in this one, and each representation was accompanied by a table showing the cost of building construction per cubic foot and per pupil accommodated, as well as the percentage of the total floor space devoted to offices, corridors, and general administration; to study rooms and auditoriums; to physical education rooms and play rooms; to shops and laboratories; and to classrooms.

*Beauty Consistent with Economy.*

Comparison of costs of construction with the amount of available floor space in various types of buildings showed that skillful planning of many schools had reduced to a minimum the amount of space used for corridors, staircases, and general administration rooms, thereby allowing more space for instruction, and reducing the average cost of the instructional space. Study of costs of different buildings showed also that economy may be practiced without sacrifice of beauty of architecture.

Various arrangements of such educational features as the kindergarten, the manual-training room, the gymnasium, and the auditorium were shown. By placing these rooms in such a way as to eliminate some of the corridors and staircases often considered necessary, many architects have succeeded in planning buildings that give the best service possible for the amount of money the community spends upon them.

*Some Conspicuously Good Buildings.*

The East High School, of Cincinnati, which was selected by the American Institute of Architects for exhibition at Paris and London, was represented exactly as it was shown at these two European cities last year. Cincinnati's exhibit included also the Cheviot Ele-

mentary School, a one-story building of colonial design, showing a satisfactory treatment of the kindergarten and of the grounds, the Hartwell Elementary and High School, the Western Hills High School, and the Harriet Beecher Stowe School which has been planned to give many advantages to Negro children.

A plan was shown for the proposed Roosevelt group of schools at Detroit, which will include the teachers' college and several other units. Atlanta, Ga., showed a building program for high schools, three junior high schools, two senior high schools, and a junior-senior high school for colored pupils, the cost of these buildings to be about two and a half million dollars. The new buildings of the National Kindergarten and Elementary College were shown. The plans and elevation of the Lincoln School of Columbia University were also included. Among the cities whose junior or senior high schools were represented were Rochester, N. Y.; Atlantic City, N. J.; Birmingham, Ala.; Mason City, Mich.; Bethlehem, Pa.; and Worcester, Mass.



## Indian Schools Need Teachers of Agriculture

To fill a vacancy at the Albuquerque Indian School and other vacancies as they occur, the United States Civil Service Commission announces an open competitive examination for the position of teacher of agriculture. The examination will be held throughout the country on April 4, and will consist of question on the theory and practice of agriculture and on plant pathology and economic entomology. The applicant will also be rated on education and experience. Thorough knowledge of irrigation methods is required, and each applicant must have completed at least two years of study in agriculture in a college or university of recognized standing. The salary at Albuquerque is \$1,240 a year. Quarters, light, and heat are furnished free. Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of United States civil service examiners at the post office or customhouse in any city.



Of more than 7,000 mentally defective children in Scotland, only 3,200 are under instruction in special schools and institutions. Nearly 1,500 of these are in schools and classes under the Glasgow educational authorities, who are instituting a special course of training for teachers of children of this type.

## Conferences of Business Men and Teachers

*Meeting Held in New York and in Columbus. Fundamental Operations and Practices of Business Are Discussed*

ORGANIZATION and conduct of American business, including production, marketing, and office management, were discussed at the third regional conference of business men and high-school teachers, held by the United States Bureau of Education at New York, March 2 and 3. These conferences have aimed to correlate standardized business experience with the teaching of business subjects in the high school, including the social studies. Representatives of business organizations and of Federal, State, and city departments of government discussed what service they could render to high-school teachers of business subjects and showed how their organizations promote and serve business. Fundamental operations and practices of business were described by representatives of various corporations, and methods of solving business problems were discussed. Among the speakers were William Mather Lewis, of the United States Chamber of Commerce, and Lee Galloway, of the Merchants' Association of New York City. Glen Levin Swiggett, of the United States Bureau of Education, was chairman of the conference.

A similar conference took place in Columbus, March 9 and 10. Among the speakers were Col. Edward Orton, jr., president of the Columbus Chamber of Commerce, Eugene S. Gregg, of the United States Bureau of Foreign and Domestic Commerce.



## Champion Spellers' Contest at State Fair

To create interest in spelling, the Wyoming State Department of Education held spelling contests in the various counties. The champion speller of each county was selected through tests managed by the county superintendents, and at the State fair in September the winners of 21 county contests competed for the State championship. The list of words to be used in the State contest was sent from the office of the State department of education to every elementary and rural teacher so that every school might have equal opportunity to prepare for the contest. Gold, silver, and bronze medals were awarded for the first, second, and third prizes.



## District System a Cause of Backwardness

*Survey Commission Reports that Oklahoma Schools Must Have Larger Unit of Organization. System of Taxation Is Defective. Other Findings of Commission*

**E**XISTING defects in Oklahoma's educational system are caused mainly by its adherence to the district system, says the report of a committee appointed by the United States Commissioner of Education, which made a month's study of educational conditions in the State. It is the opinion of this committee that the district as a unit of taxation, organization, and administration must be abolished if equality of educational opportunity is ever to be gained, even approximately, for the control of education is now divided among more than 5,000 rural school districts and nearly 300 independent districts, varying in size, wealth, and desire to support schools. Other causes of Oklahoma's backwardness in education, as it appeared in the course of the survey, are a defective system of taxation, a system of school finance which makes it impossible to provide adequate school funds, and an unscientific method of apportioning the State funds which ignores both the ability and the effort of the local units.

That the county be established as the local school unit, with taxing and bonding powers, is strongly urged, with the expectation of equalizing local rates of taxation within the counties. Removal of all limitations on State and local taxation, fair apportionment of school moneys according to the amount spent on education by the local units, and lengthening of the school year are also recommended.

### *Responsibility is too Much Divided.*

Vital and effective leadership is a necessity for a successful educational policy, and to attain this leadership the report urges that the State Department of Education be enlarged and strengthened. Conditions are now unfavorable to the exercise of good leadership, for educational affairs are in the hands of a large number of unrelated boards and offices, so that responsibility is divided. It will be necessary not only to establish a strong staff and to pay the officials adequately, but also to take their suggestions for improvement of the schools, says the report. In the past, the State has failed to accept progressive recommendations made by its State, county, and city superintendents.

Oklahoma's progress in higher education has been remarkable during the past 15 years, but if the demands for higher

education are to be met adequately in the future the State must provide still more generously. To allow the presidents and faculties of the various higher institutions to plan for the development of their work they should be given long tenure. Since the university, the agricultural and mechanical college, the college for women, and the privately controlled colleges prepare teachers for the secondary schools, it is recommended that the teachers' colleges discontinue their courses in secondary training for the present and train only elementary teachers. Recommendations are made for the improvement of the home-economics, engineering, and medical courses in the various higher institutions. A change in the location of the colored agricultural and normal university is urged, to a place nearer to the main centers of the colored population and nearer to a railroad.

### *Rural Education Especially Important*

The problem of developing adequate educational facilities for the rural population is an important one in any State, and it is especially important in a State like Oklahoma, where 75 per cent of the population is classed as rural. Schools were visited in 46 of the 77 counties. The members of the survey staff visited rural schools in 40 counties, and found great difference between the various counties. Some counties were rich and progressive enough to have an accredited high school within 6 miles of every child in the county and others were unable to give secondary education to the greater part of the children eligible for it.

In visiting about 1,000 rural school buildings in 40 counties representing all localities, all types of building, and all financial and industrial conditions of the State, the survey staff found a great lack of knowledge of sanitary requirements, of rules for good lighting, and of other points in school building. Often it would cost no more to comply with good usage, and the committee urges that school boards and superintendents seek advice from specialists in school building; the State department should employ specialists to give this service.

The fundamental weakness of the rural schools is the lack of skilled teaching, says the report. In 90 per cent of the rural schools the instruction was

found to be poor, and it is the committee's opinion that this inferiority is caused by lack of professional supervision and of preparation for the work the teachers are trying to do. The State has established six colleges for training teachers, but in none of them has any adequate attention been given to the supply of teachers for rural schools. A constantly increasing percentage of the students should be prepared for teaching in rural schools.

### *Appoint County Superintendents*

To give skilled supervision to the large numbers of untrained and inexperienced teachers in the rural districts, the county superintendents should be appointed according to professional qualifications and should not be elected, as they are now. The county superintendent's salary should be not less than that paid to the superintendent of schools in a first-class city.

The people of Oklahoma are to be commended for the progress they have made in consolidating schools in the face of serious financial obstacles, says the report. The growing number of centralized schools indicates that the State authorities should give special attention to the needs of these schools and this direction will be possible when the State department of education has been strengthened.



## Commercial Work to Alternate With College

Beginning with next year's entering class, all business training students in the Municipal University of Akron will be put upon the cooperative basis. During the first year of their five-year course, they will be employed in production and will attend college and work in alternate two-week periods. After the first year, they will be placed in commercial positions and their part-time work will be so arranged that they will spend a part of each day in college and the remainder at work. The latter arrangement will avoid the disadvantages of lack of continuity both on the job and in the school.

In its broadest sense, education is training which enables one to utilize the experiences of himself and others in solving the problems of every-day life. Therefore, any method which increases the useful, practical experience of a student gives him a larger fund from which to draw in the solving of his daily problems. The cooperative method also gives the student a contact with life as it actually is and not as it is portrayed in books.

## SCHOOL LIFE

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MARCH, 1923

### The American School Superintendent

LAY VISITORS to meetings of the department of superintendence are struck by the high level of ability which marks the proceedings, but even more by the tremendous earnestness and sincerity and the businesslike directness which is noticeable everywhere. It may or may not be true that "the best thinking done on public education is done in that body," as one of its members recently declared, but none will deny that in the combination of zeal, enterprise, and intellect no other body of men which this country has produced can surpass them.

There is reason for it. No mere pedagogue, living in a realm above the affairs of everyday life, can fill the rôle of superintendent of schools in America. Your modern superintendent must do his full share of deep thinking on occasion, but, besides being a well-trained scholar, he must be a man of affairs, capable of administering important property interests, and an acknowledged leader of men. How well the members of the profession measure up to the highest standards required may be seen by anyone who cares to attend their annual conventions.

The conspicuous success of American public schools is due to no other cause half so much as to the system of superintendence which has grown up since Nathan Bishop, of Providence, showed the way in 1839. American school boards have learned to employ men of the highest competence and to be guided by their advice. Rarely having arbitrary powers the judgment of the superintendent is normally the directing force in the schools under his supervision as fully as if he were in fact the dictator. The boards are satisfied to have it so, and they deliberately seek men of power who are able thus to lead them.

The financial rewards of the profession are not as great as in some other professions, perhaps, but they are not to be despised, nevertheless. Many superintendents are better paid than United States Senators, and some of them could

not accept a Cabinet position without sacrifice. Such prizes for conspicuous success are drawing more and more men of the finest type into the business of teaching, as the increased attendance in the teachers colleges as well as the high character of the membership of the Department of Superintendence clearly proves.

The influence of the superintendents is shown no more happily than in the contented and loyal attitude of the American teaching body as compared with the teachers of some other English-speaking countries. The superintendents almost invariably have reached their positions after experience as teachers or principals, and they are in full sympathy with the feelings and aspirations of the teachers under them. The teachers are accustomed to regard the superintendents as their friends and protectors, and deservedly so; and since the relations of the teachers are always with the superintendents rather than with the school boards, conflicts like those which in recent years have so marred the conduct of the schools of other countries have been practically unknown in America.

Accustomed as we are to the wholesome atmosphere of our schools, we are prone to overlook the fact that the reason for it lies in the activities of the American school superintendent.

### "The Spring Meeting" at Cleveland

MAKING a brief and sufficient report of a meeting of the Department of Superintendence is like making a satisfactory photograph of the Grand Canyon of the Colorado—it can not be done. The immensity of the subject makes it impossible.

Notwithstanding the fact that the number of organizations affiliated with the Department of Superintendence has been cut down from 55 to 14, the official program showed that 56 regular meetings were scheduled between Sunday afternoon, February 25, and Thursday evening, March 1, inclusive. Approximately 400 addresses, papers, and committee reports were delivered by about 300 persons. Nearly a hundred speakers were heard more than once. Dr. Charles H. Judd, of the University of Chicago, and Dr. William C. Bagley, of teachers' college, Columbia University, were most in demand, and each of them appeared on the program five times. Doctor Judd read two formal papers and Doctor Bagley three.

It is naturally out of the question to report adequately a meeting of such extent in the limits of SCHOOL LIFE. We

present in this number sketches of some of its features written by members of the staff of the Bureau of Education, and we shall print from time to time a few of the papers in full. That is all we can do. With a wealth of material of the highest type, supplied by the courtesy of the authors and of the officers of the National Education Association, we can not give ourselves and our readers the satisfaction of publishing more than a small part of it. We realize this with a sense of personal loss.

No better volume of educational literature is produced in the United States than the full proceedings of the National Education Association, and the papers presented at "the spring meeting" contribute at least their full share to its excellence.

### Federal Council for Citizenship Training

TO MAKE constructive suggestions as to how the Federal officers may cooperate to secure more effective citizenship training, both in their own work and in cooperation with all other public and private agencies throughout the country, the President has created the "Federal Council for Citizenship Training."

The order creating this council resulted from a recommendation made by the Conference on Training for Citizenship and National Defense, held under the auspices of the War Department in November, 1922. It is composed of representatives of 10 executive departments and of the Federal Board of Vocational Education and the Veterans' Bureau, and by the President's order the facilities of all Federal offices are available as far as practicable to further the work of the council.

The council has selected as its officers, Dr. John J. Tigert, Commissioner of Education, chairman; Dr. A. C. True, Director States Relations Service, vice chairman; Dr. C. R. Mann, War Department, secretary. The methods of procedure are now under consideration.

To discuss athletics for girls with a view to formulating definite standards of achievement, the National Amateur Athletic Federation will meet in Washington, April 6 and 7. Mrs. Herbert Hoover, president of the organization, has called this conference.

No one will therefore doubt that one boy sharpens the genius of another boy more than any one else can.—Comenius.



## Discuss Work-Study-Play Plan

*Conference of Superintendents Who Have Had Experience with That Form of School Organization. Conduces to Economy and Efficiency. Especial Attention to Activities in Auditorium. Beneficial Effects Upon Pupils.*

**T**HAT the work-study-play or platoon plan of school organization is adapted to any type of city was agreed by representatives of cities of all sizes at the second annual conference on this plan called by the United States Commissioner of Education at Cleveland, February 27. Economy in use of the building under this plan was emphasized by W. J. Bankes, dean, teachers' college, University of Akron, who said that the platoon school uses all the building all the time and thus cares for a greater number of pupils than the traditional school. Dean Bankes found that the cost of supplies is lessened and that fewer textbooks and less equipment are needed, since the special rooms with their books and equipment serve several groups of pupils.

### *Capacity Increased One Half.*

Increase in the capacity of the school from 33 to 50 per cent is insured by the introduction of the work-study-play plan, according to F. D. Boynton, superintendent of schools, Ithaca, N. Y. How 200 children who had been obliged to attend part-time sessions were given the advantage of a full-time program when the platoon system was installed in a Wilmington (Del.) school was told by David A. Ward, superintendent of schools. Mr. Ward said that a comparatively small expenditure was required to remodel the school for this purpose.

Initiative is developed in children under the work-study-play plan, said W. W. Borden, superintendent of schools, South Bend, Ind. He found that children and teachers are happier and more interested in their work than in the ordinary type of school. As parents realize more and more that the school work is more attractive when organized in this way, the plan is spreading, and 54 platoon schools have now been organized in Detroit. The establishment of these schools was discussed by Rose Phillips, supervisor of Detroit's platoon schools.

### *Affects Preparation of Teachers.*

Since the platoon schools have become so numerous, it has become necessary for the normal schools and other teacher-training institutions to give special preparation that will meet the needs of the new type of school. Ben. G. Graham, superintendent of schools, New Castle, Pa., and W. F. Kennedy, principal, McKelvey School, Pittsburgh, agreed that

the normal schools should prepare their students to conduct auditorium programs and other activities that are a necessary part of the work-study-play organization.

### *Cooperation with Playground Associations.*

Some results and possibilities of the plan were pointed out at a dinner held on the same day. John J. Tigert, United States Commissioner of Education, introduced the speakers. Cooperation between the schools and the Playground and Recreation Association of America was urged by William A. Wirt, superintendent of schools, Gary, Ind. Better play facilities for the children would be gained by such a joining of forces, said Superintendent Wirt.

Parents in Detroit are in favor of the plan, said Frank Cody, superintendent of schools in that city. The educational advantages of the platoon schools are widely recognized, and Detroit people are glad to see the plan extended.

That junior high schools should be organized on the work-study-play plan, both for educational advantage and economy of operation, was urged by John G. Rossman, supervisor of secondary education, Fort Smith, Ark., at the evening session. The educational advantage of the auditorium period was pointed out by several speakers.

### *Pupils Conduct Auditorium Exercises.*

How the girls of Washington Irving High School, New York City, use the principle of self-activity in their auditorium work was described by William McAndrew, associate superintendent of schools. The auditorium work gives the pupils self-confidence, said Doctor McAndrew, and prepares them for situations they must meet in the future. The students make school announcements, read the Bible aloud, and take over other activities that in the traditional school belong to the principal. He urged the necessity for careful rehearsal of all auditorium activities, so as not to lose the interest of the audience by a slipshod performance. Doctor McAndrew suggested that neighboring schools exchange productions, so that a carefully prepared dramatization will reach a greater number of auditors. The girls are encouraged to suggest the programs, and their ideas are put in practice under the guidance of the teachers.

General information, current events, information on vocations for upper-grade

children, music, visual instruction, dramatization, and debates are on the auditorium programs in the Franklin School, Port Arthur, Tex., according to Leonard Power, principal. Every child in the school has a 42-minute auditorium period every school day, and the work is graded, so that each of the six auditorium groups into which the 3,000 children are divided may have a suitable program.

### *Socializing Influence is Noticeable.*

That the work-study-play plan increases the socializing influence of the school was maintained by Grace Somerswill, principal, First Street School, Warren, Ohio. This socializing effect may be especially noted in children whose home training has been neglected, said the speaker. This idea was further developed by Elsa Ueland, president of Carson College, Philadelphia, who told how a school for orphan girls was operated successfully on the work-study-play plan. These girls received great advantage from the manual-training work, which prepared them to earn a living when they left the school, and from the opportunity for play which they especially needed on account of their lack of home life.

The educators attending the conference requested the United States Commissioner of Education to appoint a committee of three to study the possibilities of auditorium work. This committee will report at a conference to be called in 1924. An exhibit showing the various activities of platoon schools in Detroit, Akron, Mount Vernon, and other cities was examined by hundreds of persons. Among the buildings pictured was a 24-section school in Detroit, built especially for use under the work-study-play plan. The secretary of the conference was Alice Barrows, of the United States Bureau of Education.



## Marked Gain Follows Special Diet and Mild Exercise

To demonstrate to the parents of 20,000 undernourished school children of New York City that their children can be restored to robust health through proper feeding and exercise, Dr. Royal S. Copeland, city health commissioner, formed a special nutrition class. Twenty-nine of the pupils gained a total of 27 pounds during the first week of the course of selected diet and mild exercise. The class appeared at the annual health exhibit held in January during "Health Week."

## Marked Interest in Kindergarten Education

*Objectives in Kindergarten Education Considered by Council of Kindergarten Supervisors and Training Teachers.*

By NINA C. VANDEWALKER

THE INTEREST in the progress of kindergarten education was shown by the large attendance at the program of the Council of Kindergarten Supervisors and Training Teachers at the Hotel Cleveland, Cleveland, Ohio, Wednesday afternoon, February 28.

The objectives of kindergarten education and their relation to the objectives in the work to follow constituted the underlying thought of the program. The importance of the kindergarten to a complete system of elementary education was emphasized by the speakers at the luncheon which preceded the regular program, and which was attended by over 500 people, representing all phases of educational work. The significance of the kindergarten to the school as a whole was further emphasized by the speakers on the regular program. The topics and speakers in this program were as follows:

"Kindergarten objectives which may be measured in terms of the modern elementary schools," Mary E. Pennell, assistant superintendent of schools, Kansas City, Mo.

"How these objectives may be built upon in the lower grades," Margaret C. Holmes, assistant director of kindergartens, New York City.

"New objectives in training teachers for the kindergarten of to-day," Edna Dean Baker, president, National Kindergarten and Elementary College, Chicago, Ill.

### *Begins Training for Social Efficiency.*

The general purpose of these addresses was to show that the objectives of kindergarten education were identical with those of general education in the larger sense; and that the specific objectives of the kindergarten serve as a basis for the objectives of the work in the lower grades. Miss Pennell, the first speaker, interpreted the general objectives of all education as "social efficiency." In such efficiency right attitudes and habits constitute the most fundamental factor. It is because these attitudes and habits are formed in the early years that the kindergarten is essential to the best school work. It is during these years that children's developing interests and activities need directing in such a way that the habits and attitudes

that make for social efficiency may be the result.

The second speaker, Miss Holmes, dwelt upon the need of maintaining the same objectives during the early primary years, but enlarging these to meet the newer needs that arise from the children's progressive development. She dwelt in particular upon the need of meeting the child's physical needs since the period from 6 to 8 years is one of rapid physical development. She showed that the mastery of the tools of knowledge is a means of increasing children's social efficiency since the ability to read enlarges their range of knowledge. Acquiring this mastery should be recognized as a means and not considered as an end in itself however, and should not obscure the larger objectives for this period—the further development of right attitudes and habits, acquiring an appreciation of the best things, and gaining skill in the arts of expression. Miss Holmes commented on the fact that the carrying out of these larger objectives necessitated an equipment for the first and second grades corresponding in some degree to that of the kindergarten and a corresponding degree of informality in the character of the work to be done.

### *Study the Individual Student.*

The last speaker, Miss Baker, showed in a most interesting way how their same objectives apply—or should apply—to the training of kindergarten and primary teachers. She showed the need of social efficiency on the part of the prospective teacher, and the need on the part of the training teacher of making a careful study of each student to note the points in which she needs further development in order to gain the efficiency in question. She then traced in considerable detail the several objectives which the training teacher must have in mind as growing out of present day conceptions of education. These were too detailed to be given here, but they aided in rounding out the program of the meeting in a significant way. The general effect of the consideration of educational objectives beginning with the kindergarten and ending with the teacher-training school was to give those present a new sense of the unity of education in its larger interpretation; and in that unity they could not fail to recognize the kindergarten as an organic part in the unity in question.

One man in every three of the United States Marine Corps is enrolled in the Marine Corps Institute, more than 6,000 now taking courses provided by the institute.

## To Seek Physically Perfect Boys

*Contest in New York High Schools to Determine City's Physically Best Boy. Valuable Prizes Presented to Winners*

IN connection with the observance of "Health Week," January 22-27, a contest was held to select the high-school boy with the best physical equipment in the city of New York. Four boys were selected to represent each high school, and in each borough the boy rated first, second, and third received a gold, a silver, and a bronze prize, respectively. The boy who won the city prize had a gold bar added to his borough prize, and the school he represented received a silver trophy to be held for a year.

The boys were judged by a scale totaling 100 points, including three groups, physical examination, posture, and motor tests. The physical examination rating was given for freedom from remediable defects of vision, hearing, breathing, nutrition, hernia, and skin, and counted 30 points. Posture while standing, marching, and stretching counted 30 points. The motor tests included chinling, standing broad jump, throwing basketball goals, and strength of grip, and counted 40 points. It was required that each contestant be certified by the principal of his school as satisfactory in scholarship, personal hygiene, and character.

## Nation-Wide Tests of High-School Students

Intelligence of high-school students will be made the subject of a nation-wide survey, according to plans made by the National Association of High-School Inspectors and Supervisors at their annual meeting, held in connection with the meeting of the department of superintendence at Cleveland, February 26 and 27. Committees appointed at the 1922 meeting made preliminary reports on the determination of high-school levels of pupil attainment, on the number and kinds of tests to be used, and on the method of attack. One session was devoted to discussion of these reports. At the second session a round-table conference was held to discuss the tendency in some communities toward financial retrenchment in school support.

Study of the Constitution of the United States is to be made compulsory in the schools of New Jersey, according to a bill passed by the assembly.



# Rural School Administrators Convene

*Meeting in Conjunction With Department of Superintendence. Lively Discussion over Method of Selecting County Superintendents. County Unit of Organization Generally Favored*

By KATHERINE M. COOK

*Chief Rural School Division, Bureau of Education*

THE DEPARTMENT of Rural Education of the National Education Association held its meetings in conjunction with the Department of Superintendence, Cleveland, Ohio, Tuesday afternoon, and Thursday morning, afternoon, and evening. Beside the general meetings of the department, sectional meetings were held of four groups, namely: State superintendents and supervisors of rural schools; county superintendents and rural supervisors, persons engaged in preparation of teachers, and village and consolidated school principals. The vocational directors and rural extension workers met this year with the department of vocational education and practical arts. Not only were the meetings unusually well attended but the subjects discussed were of exceptional interest and moment.

## *Informal Discussions Specially Fruitful*

A wide diversity of interests was represented by the topics presented in the several programs. General administrative organization, professional supervision, and school consolidation were among the most important program topics. Added interest was given to the whole program, especially the general sessions, because of the unusual time available for discussion. This was due in part to the fact that several important speakers were unable to be present, to the courtesy of President C. G. Sargent, and to the fact that a particularly alert body of county superintendents and other rural workers were in attendance. The interest aroused by the discussions, the large number of participants, and the quality of the points brought out through the discussions were ample proof of the desirability of a program which allows even more time than was at the disposal of the chairman for this purpose at the Cleveland meeting.

The first general program, held on Tuesday afternoon, was devoted to the report of the National Education Association committee on county superintendents' problems offered by Mr. Lee Driver, director of rural education, Pennsylvania State Department of Edu-

cation. Mr. Driver's report was based on replies to questionnaires sent to county superintendents. About 10 county superintendents in each State were selected to answer the inquiries by the respective State superintendents. The report covered such problems as "Unit of administration," "Relationship to school boards," "Method of selection of superintendents," "Supervisors and teachers."

## *Agree on Efficacy of County Unit.*

Apparently there is almost complete unanimity of opinion among county superintendents and with a few exceptions among State superintendents concerning the efficacy of the county as the unit of administration, and concerning the advantages of the appointive method of selecting a superintendent as opposed to election by popular vote. This particular section of Mr. Driver's report precipitated lively discussion. State Superintendent Blair of Illinois rose to question this part of the committee's report. He explained at some length that 90 per cent of the Illinois superintendents were in favor of election by the people and questioned the findings of the committee as representative of the opinion of county superintendents in Illinois, if not in other parts of the country. The discussion was soon in full swing. Superintendents from all parts of the house rose, asking for the privilege of the floor. The chairman remarked that it seemed as if he were presiding over a session of a State legislature. Several superintendents were present who had served under both systems. These added spice to the discussion by relating humorous incidents from their own experience to justify their conclusions regarding the advantages of the appointive method of selection. At the close of the discussion an expression of the sentiment of the superintendents present was requested with the result that only two votes were registered in favor of the elective method. That the subject was still of much interest to the group in attendance and they had still much to say in regard to it, was proved by the renewal of the

discussion at the Thursday morning session when County Superintendent Coon of North Carolina gave an interesting and humorous account of the movement for consolidating schools in his county. Much of his success he attributed to the county unit plan of organization in North Carolina.

## *Ample Supervision in Maryland.*

State Superintendent Cook, of Maryland, speaking on the topic "Two decades under the county board of education," outlined for the meeting a plan providing ample supervision for the rural schools of Maryland as enacted into law by the recent legislature. Mr. Cook told of the fact that the plan contemplated a supervisor for every 40 rural school teachers, and that salaries of rural supervisors and superintendents ranged from about \$2,040 to \$4,140 per year. He also explained the fact that the duties of county superintendents were carefully set forth in the law and requested that if any person present knew of legitimate duties defined for city superintendents not included for county superintendents under the terms of the Maryland law that he make it known. The speaker's contention, in short, was to the effect that provision in Maryland for supervising rural schools was equal in efficiency to that usually made for supervising city schools.

Tuesday evening the rural department held a joint meeting with the department of superintendence and it was addressed by Aaron Sapiro, of the Farmers' Cooperative Association. This address was one of the most eloquent of any given during the Cleveland meeting. Mr. Sapiro stressed the value of farmers' organizations and insisted on the necessity of such organizations for the marketing of farm products. He cited as examples of success the California Citrus Fruit Growers' Association and the Burley Tobacco Growers' Association of Kentucky. He insisted that farmers should not only make more money but should spend it intelligently. In fact, the only purpose for making money is that it be spent intelligently. The speaker also emphasized the necessity of better living for farmers and better schools for farm children, and said that only educated farmers can organize effectively. Therefore, economic welfare and education are inseparable.

## *Discuss Rural School Supervision.*

If the amount of discussion and the pertinence of the questions raised are just criteria, after the county unit of organization the next most important topic on the program was that of rural school supervision. Two large sections

were devoted to the discussion of this subject from the point of view of State supervisors and from that of local supervisors. Superintendents and supervisors were immensely interested in the details of supervision—that is, how to supervise rural schools, as presented by the various speakers; the relative merits of the two systems, i. e., territorial or sectional versus the special grade or subject plan, were set forth by the different speakers. Practically all of the speakers spoke of the necessity of some definite plan of organization for the purpose of supervision and emphasized the fact that the chief purpose of supervision is to help teachers to grow professionally and to improve and maintain a high standard of classroom instruction. The need of effective internal organization for both one-teacher and consolidated schools; community cooperation and an appreciative understanding between supervisors, teachers, and patrons were also emphasized. Questions from the various superintendents present concerning such details of supervision as length and number of visits, organization of teachers for the administration of supervision, supervision by groups versus individual supervision, and the like, were numerous and pertinent. A moving-picture film prepared by the Bureau of Education showing rural-school supervision as practiced in several States was shown to all sections.

#### *Farm the Best Home.*

The general session on Thursday afternoon was devoted chiefly to the subject of consolidation. Prof. Macy Campbell, of Cedar Falls, Iowa, discussing the subject of the afternoon, spoke of the advantages of farm life to the individual and to the Nation. The speaker said that comparing the life of the people in rural and urban communities he was convinced that the farm offered the best home for the family, was the chief source of national wealth and that the farm family was the foundation of our civilized society. The consolidated school conserves farm life and consequently conserves the best life of the Nation. Only through efficient education can the Nation keep the best and highest type of home for the conservation of civilization and national life.

John M. Foote, State rural school agent of Louisiana and president elect of the rural department, gave the report of the committee on "Comparative instruction in one-teacher and consolidated rural schools." This report states that comparisons between the two types of schools have usually been based on administrative conditions. This study was

planned in the hope of securing information comparing the two types of school on the quality and results of instruction.

Comparisons are based on results of standard tests in reading, arithmetic, language, spelling, and handwriting. Twenty States are represented in the study, nearly 11,000 pupils in consolidated schools and 4,700 pupils in one-teacher schools. Some conclusions of the study are summarized in the report as follows:

#### *Compares Two Types of Schools.*

1. Pupils in a one-teacher school are younger by 0.14 of a year than are those in the consolidated school.

2. The holding power of the consolidated school is superior to that of the one-teacher school in the upper grades.

3. There is a significant difference in the grade-achievement in favor of the consolidated school.

4. When converted into terms of yearly progress the grade-achievement differences range from 18 to 40 per cent with a general median difference of 27 per cent.

5. The subject-achievement differences range from 10 to 44 per cent with a general median of 27.3 per cent. The greatest difference is in rate of handwriting and smallest is in the fundamentals of arithmetic. Comprehension of reading ranks third.

6. The grade-achievement differences tend to increase from grade to grade. The differences in the three upper grades are distinctly larger than are those of the three lower grades.

7. The age-achievement differences are in favor of the consolidated school and tend to confirm the differences found in grade-achievement.

The sessions ended with the first annual dinner for county superintendents and other rural school specialists, Thursday night. Though held on the last night of the meeting the banquet was exceptionally well attended. Mr. C. G. Sargent, president of the department, presiding as toastmaster, introduced the speakers. The general topic "The millenium in rural education" was responded to by Dr. John J. Tigert, commissioner of education, County Superintendent A. L. Harman, of Montgomery, Ala., State Rural School Inspector U. J. Hoffman of Springfield, Ill., County Superintendent T. S. Davis, of Altoona, Pa. At the close of the speaking the audience remained to see a moving picture film prepared by the Bureau of Education, showing rural school consolidation in the United States.

No tuition fees are charged at Creighton University, Omaha, Nebr., except for premedical courses.

## Unemployed British Children A Problem

*Three Hundred Thousand Young People  
Neither Working Nor in School. Minister  
of Labor Proposes Educational Centers*

By FRED TAIT

THE MINISTRY OF LABOR has recently issued a circular drawing the attention of local education authorities to the large number of children who have left school during the years of industrial depression who have been unable to find employment. It is estimated that there are 300,000 of these children between the ages of 14 and 18, who are simply running wild, wasting time, developing lazy habits and degenerating into unemployables.

Had the Government not abandoned the continuation schools under the act of 1918 the problem would not have arisen, for these children would now have been attending part-time schools, which would have been compulsory. The scheme propounded by the Minister of Labor is that in each local education area centers should be opened at which recreation and instruction will be combined. All children between the ages of 14 and 18 who are unemployed will be admitted. There will be organized games, handicrafts and lectures. For the girls courses in cookery and domestic science will be provided and for the boys woodwork and drawing. In addition lessons in various subjects will be given. The motive is not so much education as to keep the children interested, keep them off the streets, and prevent them degenerating into "street corner boys." The centers will be open for five half days each week.

#### *Local and State Authorities Cooperate*

The local authorities will provide the building, but the State will pay three quarters of the cost of maintenance. Unfortunately the centers must be voluntary, for the Minister of Labor can only compel children in receipt of unemployed benefit to attend, and most of the children have never worked and so have not yet come under the national insurance acts. However, a number of large towns including Aberdeen, Edinburgh, Manchester, Plymouth, Barrow, and Dumbarton have already promised to put the scheme into operation, and London, Newcastle, Cardiff and others have it under consideration.

The scheme is interesting and its results are bound to be beneficial both to the child and the State. If it is successful it may result in the continuation schools proper being established.



## Arkansas Schools Require More Money

*State-Wide Survey Discloses Defects in Financial System  
Wealth Sufficient to Justify Greater Expenditures. Teachers  
Need Better Preparation*

**T**HAT public sentiment must be aroused to avoid a fiscal breakdown in the public-school system of Arkansas, or even to maintain present standards, is the opinion of the State honorary educational commission, which was appointed in 1921 by Gov. T. C. McRae to study educational conditions in the State. At the beginning of its work this commission requested Dr. John J. Tigert, United States Commissioner of Education, to conduct a survey of Arkansas schools and to recommend means for improvement. A report of this survey was made in October, 1922, and copies widely circulated throughout the State. After six weeks of consideration the educational commission formulated its conclusions and presented them to the governor.

### *Material Wealth Depends on Education*

These conclusions state that the increase of material wealth of Arkansas depends primarily upon a greatly improved public-school system; that there is sufficient wealth in Arkansas now to provide for increased facilities without serious burden to the citizens; and that public sentiment for improvement of the public-school system is constantly growing, so that the people will follow the leadership of the governor, the State superintendent, and the legislature, in their efforts to improve the schools.

Increased revenue, better teacher-training facilities, and strong educational leadership are the primary needs of the public-school system, according to the commission. To supply additional revenue, the report urges that further taxes be collected on corporations and on inheritances, and that a State severance tax and a State income tax be created. A change in the method of apportioning State school funds is recommended, so as to abolish the present unfair method of basing this apportionment upon the school census. Other suggestions include the establishment of a State equalization fund and of a State educational budget commission.

### *Ten-Year Program Recommended*

Setting up as a minimum standard the average educational achievement of the United States, a 10-year program of improvement should be undertaken, including a building program for all State educational institutions. Facilities and

opportunities for education in the various parts of the State should be equalized, and school-tax burdens evenly distributed, says the report. A minimum school year of 160 days, enforcement of the compulsory attendance law, and simplification of the present school laws are also urged.

### *New Normal Schools Required*

To improve the quality of teaching the commission believes that the State board of education should be empowered and required to establish a scale of educational and professional requirements for all positions in the public schools, which may be modified from time to time and a corresponding salary scale in which salaries paid shall vary with the professional preparation and educational experience of the teacher, as well as with the class of certificate held. To provide for further professional preparation it will be necessary not only to expand the normal school but to establish several new normal schools. The report recommends also the organization of strong normal departments in the four district agricultural schools for the training of rural teachers, and commends a plan to conduct summer normals at these schools.

### *State Superintendent Should be Appointed*

The superintendent of public instruction should be appointed by a State board of education, consisting of non-professional representatives of the people, says the report. This board should be at the head of an enlarged and strengthened department of education, which would be responsible for the program of improvements. The State system of education should provide specifically for the definition of functions and responsibilities of the component parts of the system, for coordination of its various activities, and for determination of the minimum standards which shall prevail from time to time. It should provide for adequate financial support, for the preparation of an annual budget, for the selection, training, and certification of personnel, and for continued study and advocacy of needed educational reform.

Since approximately 72 per cent of the people of Arkansas live on farms, the education of rural children is of special importance. For this reason the commission urges that the State board of education direct a program for consolidating

rural schools and establishing rural high schools. Establishment of at least 60 high schools offering special courses in agriculture and home-making is recommended, to be built in the course of the 10-year program, 6 schools a year. The 500 high schools now existing should be improved at the same time, for the report states that more than 300 of these schools enroll an average of fewer than 16 pupils and have inadequate teaching staffs and meager equipment.

Other recommendations of the commission concern urban and village schools, public schools for negroes, and district agricultural schools.



## North Central Association Meets in Chicago

Materials of instruction in secondary schools will be discussed by the North Central Association of Colleges and Secondary Schools, which will hold its twenty-eighth annual meeting at Chicago, March 15, 16, and 17. Accrediting of commercial schools by the association will also be considered, reports on both of these subjects being presented by the commission on unit courses and curricula. Revision of college standards will be the subject of a report by the commission on institutions of higher education, which will also present the list of accredited higher institutions. The commission on secondary schools will present the list of accredited schools. A joint committee representing the three commissions has been appointed to study junior and senior high schools and junior colleges, and this committee will present its report at one of the sessions.



## London Establishes Juvenile Unemployment Centers

To instruct London boys and girls who are temporarily out of employment on account of the long-continued depression in trade, the London County Council, at the suggestion of the Ministry of Labor, is establishing "Juvenile Unemployment Centers." About 5,000 students, mostly between the ages of 16 and 18, will be provided for at these centers, where industrial, commercial, and domestic courses will be given, each student attending 15 hours a week. In all of the courses general education and physical training will be given. The total cost of these classes for a term of 13 weeks is estimated at about £18,000, of which the Ministry of Labor will pay three-fourths and the local education authorities the remainder.

## Reorganization of Education in the Departments

(Continued from page 146.)

Department of Education and Welfare, which functions under the Assistant Secretary for Education, and to these it is proposed to add a division devoting itself entirely to physical education, there being no such activity now carried on in the Federal Government. In the Division of Public Health, which will function under the Assistant Secretary for Public Health, will be coordinated all those activities now being carried on by the Federal Government in this field. Likewise, all activities pertaining to Social Service now being carried on will be transferred to the Division of Social Service, and the Veterans' Bureau, which is now an independent establishment, together with the Bureau of Pensions, now in the Department of the Interior, will be transferred to the Division of Veteran Relief under the proposed Department of Education and Welfare.

### Will Unite Educational Activities

It is desirable to set out more specifically what is comprehended in the Division of Education of the new department. This Division of Education will take over the present Bureau of Education now in the Department of the Interior; the education of Indians, which is now being carried on by the Indian Bureau in the Department of the Interior; Howard University, which is now in the Department of the Interior; the Columbia Institution for the Deaf, and the Smithsonian Institution, which are both now independent of any department. The latter includes the National Museum, the National Gallery of Art, the International Exchange Service, the Bureau of American Ethnology, the Astrophysical Observatory, the National Zoological Park, and the International Catalogue of Scientific Literature. A new bureau, devoting itself entirely to the promotion of physical education, will be created as a new department. The Federal Board for Vocational Education, which now exists as an independent board functioning under three Cabinet officers, the Commissioner of Education, and three appointees of the President, will be transferred to the proposed new department, including the work of rehabilitating those disabled in industry.

### Division of Public Health

Under the Division of Public Health it is proposed to include the Public Health Service, which is at present administered in the Treasury Department; quarantine and sanitation; hospitalization, which includes the National Home for Disabled Volunteer Soldiers, now an

independent establishment; the Soldiers' Home, now administered by the War Department; St. Elizabeths Hospital, and the Freedmen's Hospital, both now administered by the Department of the Interior. A Bureau of Research will complete the activities of the Division of Public Health.

### Concentrate Social Service Bureaus

To the Division of Social Service it is proposed to transfer part of the work of the Women's Bureau and part of the work of the Children's Bureau, both of which are now administered in the Department of Labor, and the Superintendent of Prisons, now administered in the Department of Justice.

To these four divisions will be attached a solicitor, as is the case in all the executive departments.

This, roughly, is the composition of the proposed new Department of Education and Welfare.

The need of a more unified, economical and efficient governmental program for promoting education and welfare scarcely requires any argument. We are all aware of the startling revelations which came at the time of the war with reference to the educational, physical, and social limitations of the young men who were called upon to serve their country in this emergency, but it may not be generally known that after a careful selection of men deemed capable of bearing arms in defense of their country had been made and the best known methods of preparation pursued, we had left in the United States at the time of the signing of the armistice 200,000 men who were detained in the several cantonments of the country because they had been rejected as being mentally and physically incapable of mobilization in the American Army.

### Efficiency and Economy the Aim

Likewise, it hardly requires argument to convince reasonable men that the unification of the above mentioned activities of the Government will not only increase the efficiency of these respective organizations, but will result in great economy in their administration. The many bureaus, organizations, and establishments which are now carrying on these activities are expending annually a sum of slightly more than \$700,000,000. During the war and since the war we have talked so glibly in terms of billions that it is easy to minimize this enormous sum of money. It has been calculated that if 700,000,000 silver dollars were shipped in freight cars of a capacity of 40 tons each, it would take 628 cars or 16 train loads of 40 cars each to carry these dollars, making a continuous train over 6 miles long. If the number of silver dol-

lars which are now being expended by the Federal Government in these various activities were placed edge to edge as closely together as possible they would extend 16,609 miles, or two-thirds the distance around the globe at its equator. Certainly the expenditure of such a vast sum of money calls for careful organization, administration, and coordination if there is to be anything like a high degree of efficiency and reasonable economy.

In the selection of the four Assistant Secretaries who are to head up the activities of the four divisions under the proposed Department of Education and Welfare, the administration is determined that only questions of professional qualification, experience, and ability shall be considered. It is the desire of the President that the educational affairs shall be directed by the most highly competent, best trained, and most progressive educator available in the entire nation. In each of the subdivisions of the Division of Education—general, physical, and vocational—it is again desired that competency and efficiency shall be considered in making the selection of those who are to head up these respective activities.

### Greatest Educational System Conceivable

The administration is deeply desirous that education shall have the opportunity to progress, untrammelled, to the limits of the most sanguine expectations. It contemplates offering all assistance and cooperation possible under our present form of government to the States and those administering education in the States, to the end that the educational system in the United States of America may be the best and greatest educational system conceivable. It is hardly necessary to say that the Federal Government does not contemplate exercising the functions of attempting to direct, administer, or in any other way interfere with the present development of education in the States. It has no thought to take from the States any of their rights, or to meddle or interfere with the localities which are now working out their own educational salvation. It only proposes to do everything that is humanly possible to serve, inform, and help those who are engaged in the responsibilities of educational administration. Of course, it should be understood that those educational activities which are now administered by the Federal Government will continue to be so administered under the proposed new department, namely the administration of education for the Indians, men disabled in war, and others who are peculiarly under the charge of the Federal Government.



The proposed new Department of Education and Welfare will offer the following advantages: First, it will provide great economy in the expenditure of money; second, by proper supervision, correlation of effort, and avoidance of reduplication and wasted effort, it will promote a high degree of efficiency; third, it will provide for the addition of important activities pertaining to education and welfare which are not now carried on by the Federal Government; fourth, it will place at the Cabinet table a spokesman for education and correlated matters, whose voice will be heard together with the spokesmen of agriculture, commerce, and labor; fifth, the immediate head of the Division of Education will be a professional educator and will not necessarily be changed in successive administrations as would be the case if he sat in the Cabinet. Other advantages might be mentioned, but these are the most outstanding and obvious improvements to be noted over the present system of administration.

#### *Expert Advice Was Sought*

In planning this reorganization the administration has sought advice from those who were professionally qualified to make suggestions. Many of the leading educators have been called into conference, and no doubt when this plan comes before the Congress for discussion and adoption there will be opportunity for such criticism and further suggestions as those interested in education may care to offer. The President is recognized by all as a man who is exceedingly eager to secure suggestions and advice from experts in any and all matters coming under his purview. To quote one of his phrases, he desires at all times the product of "the best minds." His interest in the matter of public welfare, and particularly better citizenship, was displayed recently in the creation by Executive order of a Federal Council on Citizenship Training, composed of representatives from each and all of the executive departments of the Government, in which objectives may be defined, suggestions made, and policies formulated so as to enhance in every possible manner the efforts and activities which are being carried on throughout the country for the improvement in standards of citizenship.

More than 100,000 Pennsylvania public-school children who were neither absent nor tardy during the past school year received honor attendance certificates signed by the State superintendent of public instruction.

## Red Cross Establishes Health Stations

*Undernourished Children Taught in Proper Methods of Living  
Dental Examinations and Advice. Emphasis on Preschool Work  
Education Gives Best Results*

**T**O improve the health of school children by instruction in proper feeding, in care of the teeth, and in general hygiene, the New York County Chapter of the American Red Cross established four child health stations and six public-school dental hygiene clinics and maintained them for periods ranging from a few months to more than two years. These stations and clinics were placed in neighborhoods where the need seemed greatest and where opportunity was found for cooperation with other organizations.

Each station presented an individual problem on account of neighborhood conditions, so that the procedure was not the same in all. At one station, located in a public school, the city health department had begun a demonstration designed to give as complete a health service as practicable to all the children of a typical public school. The departments of health and education invited the Red Cross and teachers' college of Columbia University to work with them in this demonstration. The health department provided a physician for each morning of the school year and a full-time nurse.

Teachers College sent students from its departments of nutrition, public health nursing, and household arts education, who conducted classes in nutrition and visited the homes of undernourished children. Two full-time trained nutrition workers from the Red Cross organized the classes of undernourished children and supervised the students' practice teaching. The Red Cross also equipped and maintained a half-day clinic for dental operations and a full-time one for dental hygiene. The work in this school is still going on.

In general the work of the stations and clinics was educational and preventive rather than remedial. Dental operative work was usually limited to children of preschool age and to the

undernourished children in the Red Cross classes. The main work of the dental hygiene clinics was to clean the children's teeth and to give instruction in their proper care. Nearly 7,000 toothbrushes were sold at cost and nearly 600 were given free in special cases. Many dental examinations were given which resulted in parents taking the children to their own dentists for treatment.

The nutrition workers acted on the belief that results would best be obtained by education rather than by any system of actual feeding. For this reason food was not served in nutrition classes except incidentally to illustrate a particular nutrition lesson. Classes for the undernourished were instructed in proper methods of feeding and in the improvement of health habits, especially as to the need of sufficient rest. As the work continued, this kind of instruction was given to ordinary classes in school as well as to classes of undernourished children.

Believing that malnutrition should be prevented rather than cured, and that nutrition work should be begun as early as possible, the Red Cross established clinics for children of preschool age in connection with the health stations, and later, when the classes for undernourished children of school age were held in public-school buildings, the stations were chiefly devoted to nutrition work with the younger children and their parents.

Most of the activities will be continued by public or private agencies, since financial conditions have prevented their continuance by the Red Cross. Four of the dental clinics have been taken over by the city department of health. In the period from October, 1920, to July, 1922, more than 20,000 children had their teeth cleaned at the clinics, and more than 1,200 were enrolled in the various nutrition classes.

## Mexico Discontinues Exchanges of Students and Professors

On account of the great differences in courses of study, methods of teaching, etc., that exist between the universities of Mexico and those of other countries, Mexico's Secretary of Public Instruction will sanction no more exchanges of stu-

dents and professors until it is possible for Mexican authorities to give the time and money necessary for adapting educational conditions in that country to those of other countries. An exception will be made in favor of the Mexican-American Scholarship Foundation, and \$15,000 will be applied to exchanges with the United States under its auspices during the coming year.

## Cleveland Meeting Expresses its Sense

*Resolutions Adopted by Department of Superintendence. Commend School Week. Acknowledge Recognition of Educational Needs. Urge Equal Opportunity for All.*

WE SINCERELY COMMEND the action of the President of the United States in calling upon the people of the whole country, by special proclamation last December, to set aside a week to be observed throughout all the States and Territories as American Education Week. We likewise commend the governors of the several States and Territories and the mayors of all cities who promptly supplemented the President's proclamation by similar appeals. By this Nation-wide observance of American Education Week the people of the entire country have been aroused to a new recognition of the fact that the destiny of America rests upon the adequate and proper education of all the children of all the people.

### *Grave Education Needs Recognized.*

2. We gratefully acknowledge the enlarged support that has been granted education by State and Territorial legislatures, boards of education, and by a responsive public, which have generously recognized grave educational needs. We earnestly urge the legislatures now in session, in whose hands rests the control of the public schools, to provide for a continuance of the educational advance to the end that there may be an American school good enough for every American child. We believe that money expended for education is the best investment and rejoice that every attempt at reaction against a proper and adequate provision of funds for public-school purposes, whether made by a single individual or by a backward-looking group, is met in every State and Territory in the Union by a wall of men and women who place the child above the dollar. As administrators of public education, responsible for this investment, we dedicate ourselves anew to the task of directing education with wise economy and exact accounting to the end that the schools may become ever better instruments in the production of an improved citizenry.

### *Model System for Capital City.*

3. We note with satisfaction and heartily indorse the expressed intention of Congress to make the school system of Washington the model school system of the country. We pledge to Congress

our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the Nation's capital a system of public education which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service. To this end we urge the immediate passage of the teachers' salary bill now pending before Congress.

### *Urge Department of Education.*

4. We recognize that a Department of Education is necessary in order that the educational activities of our National Government shall be efficiently and economically administered. We believe that national sanction and national leadership can be provided only in the person of a Secretary of Education in the President's Cabinet. Federal aid for the purpose of stimulating the several States to remove illiteracy, Americanize the foreign born, prepare teachers, develop adequate programs of physical and health education, and equalize educational opportunities, is in accord with our long-established practice and is demanded by the present crisis in education. We therefore reaffirm our allegiance to the Towner-Sterling bill.

5. The welfare of the Nation demands that boys and girls living in the country shall have educational advantages commensurate with those enjoyed by children living in the cities. We indorse the movement which contemplates placing a competent and professionally trained county superintendent of schools, directing a professionally trained body of teachers genuinely interested in country life, in every county in every State and Territory of the Republic. To this end we urge that the burden of raising funds in locality, State, and Nation, shall be so justly and equitably distributed between the stronger and weaker taxing units as to make the opportunity of the boy or girl in a rural school equal to that of the child in the most favored city school system in the land.

### *Classroom Teachers Maintain High Ideals.*

6. We commend the devotion and zeal of the classroom teachers of America who have caught the spirit of the new educational advance and given themselves without reserve to the task of maintaining the ideals and standards of our American system of public education, and who have dedicated themselves to the high purpose of translating the increased funds provided for education into a worthy and upright citizenry, whose faith in the high ideals and the best traditions of America, and whose recognition of the principle of

obedience to established law, shall guarantee the security and well-being of the Republic.

7. We record our grateful appreciation of the exceptional hospitality of the people of the city of Cleveland; of the untiring efforts of the local committee; and of the cooperation of the chamber of commerce and the public press. We especially thank the members of the board of education, the officers, teachers, and children of the public schools, and the presidents and faculties of Cleveland's colleges and universities—all of whom have helped to make this convention one of the most successful in the history of the Department.

Respectfully submitted by

RESOLUTION COMMITTEE,

WM. M. DAVIDSON, *Chairman.*



## Coast Guard Needs High-School Graduates

An exceptional opportunity for young men who have the equivalent of a high-school education is offered in the competitive examination to be held commencing April 16, 1923, for the appointment of cadets and cadet engineers in the United States Coast Guard.

Cadets are trained to become line officers, and the age limits for appointment are 18 to 24 years. Cadet engineers are trained to become engineer officers, and the age limits for appointment are 20 to 25 years.

The opportunity for appointment is particularly favorable, as there are an unusually large number of vacancies, all of which will be filled this year, if possible. Further particulars may be had by writing to the Commandant, United States Coast Guard, Washington, D. C.

## HEALTH HABITS are matters of greatest importance.

Eat only plain wholesome food

At regular meal times.

Let fried foods alone.

Take plenty of water between meals.

Habits once acquired are hard to change; practice good ones.

Have a toothbrush for use after meals.

Avoid close, poorly ventilated rooms.

Be clean in body and mind.

Insist on fresh air for work, play, sleep.

Take regular out-door exercise.

Safety first should be your motto to prevent sickness.

—Hazel Wedgwood.



# Status of the School Superintendent

*Comprehensive Report by Committee of Department of Superintendence. Best-Trained Men Usually in Largest Cities. Salaries and Social Conditions*

TO determine what measures should be taken to improve the professional status of the city superintendent of schools, a committee of the department of superintendence, National Education Association, has made a study of the status of the superintendent. This study has been printed in the first yearbook of the department of superintendence, and is the first of a series of studies of fundamental problems, the solution of which will be important to all members of the profession. The results of these studies will be published in future yearbooks.

The committee sent a questionnaire to all the city superintendents listed by the United States Bureau of Education in the Educational Directory for 1920, and received returns from 1,181 superintendents. The information was tabulated by geographical regions and by groups of cities according to size. In studying the status of the superintendent, the committee covered such points as the training of the superintendent, his education as compared with that required in other professions, his economic and social status, his tenure of office and his authorities and duties.

## More Professional Training Desired

Since the superintendent's work is largely professional leadership in which superior knowledge and skill as well as personality are important factors, the report recommends that a larger amount of professional training be required of him. That superintendents are making an effort to improve their professional status is indicated by the fact that most of them are college graduates, and that they have used their college training as the basis for further professional study, according to the answers received. In general the superintendents with the most training are found in the largest cities. This may be because the larger cities demand more training as a requisite for appointment or it may result from the feeling on the part of the superintendent that he needs more training to deal successfully with his larger responsibilities, says the report.

Comparisons are made between the education required of a superintendent and that required of an army officer, a lawyer, an engineer, and a physician. One of the most powerful influences in raising the standards of these professions is to be found in the leadership of

the colleges and universities, in the opinion of the committee, and in the same way the graduate schools of education are raising the standards of professional preparation for the superintendent of schools.

## Superintendents Attend Summer Schools

Attendance at college summer schools is an important factor in the preparation of superintendents, fifty-eight per cent reporting that they have attended summer courses, more than twice as many as have had continuous graduate work. This is because of the greater availability of summer schools as a means of professional improvement. It is a common practice for superintendents to spend four sessions at summer school in order to satisfy the requirements for the Master's degree, says the report.

In studying the educational experience of the superintendents, the committee found that about 42 per cent of those reporting had taught in rural schools, while only about 16 per cent had taught in graded schools. Teaching gives a background for the instructional side of the superintendent's work, but the principalship gives more direct preparation for supervision of instruction, and it leads in the direction of school administration. Experience as principal of a high school seems to be the most important factor in direct preparation for the superintendency, for fifty-eight per cent of the superintendents reported that they had entered the superintendency from the high-school principalship.

The typical superintendent has been engaged in educational work for approximately 20 years. The amount of experience that the superintendent has had differs with the size of the city, superintendents in the larger cities having had more experience, and the committee concludes that total educational experience will unquestionably be a large factor in gaining promotion from the superintendency in a smaller city to that of a larger one.

## Level of Salaries Too Low

The median salary for city superintendents is \$3,390. This is about the same as the median salary received by college professors, but it is considerably less than the salaries received by men in the professions of law, medicine, engineering, and the Army. To attract

capable men to the profession and to justify the demand for additional professional preparation, an increase in the general level of salaries is urged, salaries to be determined on the basis of training, experience, and length of service.

Believing that shortness of tenure retards the development of the profession and hinders the progress of education in the city which keeps its superintendent for a short time only, the committee recommends that superintendents should contract for an initial term of at least three years, after which the term would probably be five.

The superintendent should be regarded not only as professional leader of the supervisory and instructional staff, but as the executive officer of the board of education in advancing the educational interests of the community, according to the recommendations.

## Should Direct All Educational Activities

To produce the most favorable conditions for the superintendent's work, all the educational activities of the city should be centered in the office of the superintendent of schools, says the report. The administrative work of the superintendent should be based upon principles of business administration, with certain authority delegated to competent subordinates. The superintendent should have power to initiate and execute the appointment of assistant superintendents, business managers, principals, teachers, and all other employees whose work is vital in the development of an educational program. He should also have the privilege of recommendation for transfer and dismissal of these educational workers, according to the committee. The budget should be prepared under the direction of the superintendent for presentation to the board of education.

Power to initiate new policies and to make rules governing routine matters should belong to the superintendent. His leadership in the supervision of instruction should be based upon a first-hand knowledge of conditions in the schools. Officials having charge of such matters as the continuous school census, the enforcement of compulsory attendance laws, the purchase and distribution of textbooks and instructional supplies, and the care of school buildings and grounds should be responsible to the superintendent, in the opinion of the committee.

Municipalities in New Jersey may set apart the public lands to be used as playgrounds by the public schools, according to a bill passed by the assembly.

## Physical Education Essential to Moral Development

*Conference at Cleveland Considers Aspects of Physical Education. Teachers of Regular Subjects Must Conduct the Exercises.*

THAT PHYSICAL EDUCATION is necessary for moral and intellectual development was agreed at the conference on physical education which met at Cleveland, March 1, under the auspices of the United States Bureau of Education and the National Council of State Departments of Education. John J. Tigert, United States Commissioner of Education, presided over the conference. Successful efforts to improve sanitary conditions in Maine schools were described by A. O. Thomas, State superintendent of public schools, Maine. Since 62 per cent of the population of Maine live in rural districts, Doctor Thomas emphasized the health problems of rural schools. The State authorities aid the schools in carrying out the health program, paying 50 per cent of the cost of supplying nurses and physical directors, he said.

Physical education must take its place in the curriculum of the rural school, said Melville Stewart, assistant supervisor of rural schools, West Virginia. The teacher of regular subjects must be depended on to carry on physical education, and the teacher-training institutions must fit their students for this work, if it is to be successful, said Mr. Stewart. Teachers now in service should study in institutes and summer schools to prepare for this important branch of instruction. Creation of a sentiment among pupils and patrons in favor of better health conditions and better health habits is an important part of the teacher's program, in the opinion of the speaker, and public opinion thus influenced will have more influence than laws in improving rural health conditions.

### *Physical Education of National Significance.*

President Harding is in sympathy with the program to establish physical education in the schools, according to E. Dana Caulkins, of the National Physical Education Service, who told how representatives of the 25 national organizations visited the White House last spring and were assured by the President of his interest in their plans. Mr. Caulkins considered it significant that the United States Commissioner of Education, in planning the program for American Education Week, suggested that one day of this week be devoted to a demonstration of physical education. Reports indicate

that many hundreds of schools followed this suggestion. Another event of national importance was the man-power conference called by the War Department last November, showing the need for universal extension of physical education, said the speaker.

Close correlation exists between health of pupils and the physical education that they receive in the schools, according to Harris Hart, State superintendent of public instruction, Virginia, whose paper was presented by Miss Pauline Williamson. Mr. Hart urged that doctors and nurses should cooperate with teachers in their efforts to overcome the physical defects of pupils by following up the cases reported by the teachers.

This conference was held in conjunction with the fourteenth congress of the American School Hygiene Association, which held two regular sessions on March 2. Physical welfare of children was the subject of a joint conference of this association with the department of superintendence, National Educational Association, on February 28, under the chairmanship of Frank W. Ballou, superintendent of schools, Washington, D. C.

## Other Cities Adopt Work-Study-Play Plan

Fifty-four cities in 22 States now have the work-study-play or platoon plan in operation in one or more schools. In the October number of *SCHOOL LIFE* a list of 43 cities using this plan was printed. The 11 cities that have been added since then are: Asbury Park, N. J.; Braddock, Pa.; Durham, N. C.; Hazleton, Pa.; New Britain, Conn.; Portage, Pa.; Port Arthur, Tex.; Reading, Mass.; Saginaw, Mich.; South Bend, Ind.; Swarthmore, Pa.

Honorable character, conduct, health, and interest in school social activities, as well as scholarship will be taken into account in awarding the Rebecca Elsborg scholarship prizes of \$150 each, which will be awarded to two graduates of the public elementary schools in the borough of Manhattan, New York City. One boy and one girl will be chosen from the elementary-school graduates to receive one of these prizes at the end of the present term and semiannually thereafter.

To assist in improving college and university accounting and to offer increased cooperation to State authorities in making school surveys, the general education board announces the creation of two new departments, a division of college and university accounting and a division of school surveys.

## Alabama Conference on Highway Engineering

*Need of Scientifically Trained Men for Carrying Out Program of Road Construction. Affects School Consolidation*

IN view of the recent act of the Legislature of Alabama, which voted a \$25,000,000 bond issue for the purpose of financing the new State highway program, a conference was called at the Alabama Polytechnic Institute, Auburn, Ala., February 21-23, 1923, inclusive, to discuss ways and means of carrying out the new highway program. The conference was called by the Alabama Polytechnic Institute in cooperation with the highway educational board.

Those in attendance were Gov. W. W. Brandon and staff; former Governor Henderson; W. S. Keller, State highway engineer; Senator John A. Rogers; the Alabama State Highway Commission; Dr. John W. Abercrombie, superintendent of education of Alabama; leading county judges; engineering educators; members of the Georgia State Highway Department, and representatives from Tennessee. The highway education board was represented by Mr. Thomas H. MacDonald, chief of the United States Bureau of Public Roads.

### *Need Scientifically Trained Men*

The governor emphasized the importance of the relation of the institute to the development of the State. Mr. Keller outlined the particular problems which the State Highway Commission faces in carrying out the building of improved highways. He emphasized the need for scientifically trained men in carrying out this program. Attention was called to the inferior work and the waste of funds caused by the employment of men who are not acquainted with modern developments in highway engineering. Mr. MacDonald stressed the importance of higher ideals of Government service and gave considerable attention to the urgent necessity for the proper supervision and inspection of roads and their continued maintenance.

Doctor Abercrombie stated the case for the schools, and declared that consolidation of schools in Alabama wait on improved highways. Prof. C. A. Baughman called attention to the importance of research in engineering education. Dr. W. C. John, secretary of the highway education board, discussed the question of the place of the trained engineer in carrying out State and national policies of development.



# New Books in Education

BY JOHN D. WOLCOTT, Librarian, Bureau of Education.

**ADAMS, JOHN.** Modern developments in educational practice. 2d impression. London, University of London press, Ltd., 1922. vi, 302 p. 12°.

This book discusses the following topics: What underlies the new teaching; the child, the school, and the world; standards and mental tests; scales of attainment; the psychology of the class; the knell of class teaching; the Dalton plan; the Gary contribution; the play way; the project method; psychoanalysis in education; free discipline.

**BARNARD, H. C.** The French tradition in education—Ramus to Mme. Necker de Saussure. Cambridge, University press, 1922. viii, 319 p. front. (port.) ports. 12°.

Some aspects of the history of education in France are here depicted which are asserted to be new to readers in English. The volume deals primarily with the education of children and adolescents up to the end of secondary school age. The material consists of a series of sketches of the careers of certain prominent educationists and educational institutions during the centuries following the Renaissance down to the French revolution. Some of the topics treated are Huguenot education, Bosuet and the "Grand Dauphin," the Oratorian schools, and a plan of national education by La Chalotais.

**HETHERINGTON, CLARK W.** School program in physical education. Prepared as a subcommittee report to the Commission on revision of elementary education, National education association. Yonkers-on-Hudson, N. Y., World book company, 1922. xi, 132 p. 12°.

This report begins with a concise review of the rise of physical education in the public schools, proceeds to a critical analysis of the attempts that have been made to adapt European methods of physical education to American schools, and then passes to a constructive scientific presentation of the problems, objectives, and principles involved in the organization of a school program.

**HOKE, ELMER RHODES.** The measurement of achievement in shorthand. Baltimore, The Johns Hopkins press, 1922. vii, 118 p. tables, diagrs., fold. charts. 8°. (The Johns Hopkins university. Studies in education, ed. by E. F. Buchner, no. 6.)

The purpose of this investigation is to construct tests for Gregg shorthand which will be free from the objections to the traditional type of examination, and at the same time accomplish other desirable results.

**MOEHLMAN, ARTHUR B.** A survey of the needs of the Michigan State normal schools. Prepared at the request of the State board of education. [Lans-

ing, Mich.] Department of public instruction, 1922. 250 p. diagrs., maps, tables. 8°.

Mr. Moehlman is director of statistics and reference for the Detroit public schools. The survey was conducted largely by the questionnaire method, but two trips of inspection were also made. The report gives the detailed results of the investigation, together with a summary of findings and recommendations.

**MONROE, WALTER S.** Written examinations and their improvement. Urbana, University of Illinois, 1922. 71 p. forms. 8°. (University of Illinois. Bureau of educational research, College of education. Bulletin no. 9.)

This study summarizes both the criticisms made against written examinations, and the considerations alleged in their support. Some suggestions are also given for the improvement of written examinations by the application of certain principles of test construction. The examinations are to be improved in two ways—by improving the questions, and by introducing better methods of grading the papers.

**MOREHOUSE, FRANCIS AND GRAHAM, SYBIL FLEMING.** American problems; a textbook in social progress. Boston, New York [etc.] Ginn and company [1923] xii, 567, xxx p. illus. 12°.

A demand exists for a textbook in the "problems of democracy" uniting the essentials of the more important social sciences in one course to be given to students in the final year of the high school. Since this is a new idea, no agreement has yet been reached on the exact content of the year's work in this subject. This book is based on several years' experience in teaching unified social science in the high school of the University of Minnesota, and is submitted as a basis for the possible construction of a future revised text when the subject becomes more stabilized. Among the topics treated are training for citizenship, and problems of rural life.

**SMITH, C. ALPHONSO, ed.** Essays on current themes. Boston, New York [etc.] Ginn and company [1923] vi, 467 p. 8°.

This collection of essays has a twofold purpose: first, to widen the student's range of interests; and, second, to furnish him with up-to-date material for speaking and writing. The essays included are divided into six groups, one of which is entitled "Education and ethics." All material comprised in the book is appropriate for use in training for intelligent and progressive citizenship.

**U. S. BUREAU OF EDUCATION.** Public education in Oklahoma; a report of a survey of public education in the State of Oklahoma, made at the request of the Oklahoma State educational survey commission, under the direction

of the United States Commissioner of education. Washington, December 11, 1922. x, 420 p. tables, diagrs., maps. 8°.

Gives the results of a comprehensive survey of the operation of all varieties of public education in Oklahoma, together with a summary of conclusions and recommendations.

**UNIVERSITY HIGH SCHOOL, UNIVERSITY OF CHICAGO.** Studies in secondary education. I. By Henry C. Morrison, William C. Reavis [and] others Chicago, Ill., The University of Chicago, 1923. 150 p. tables, diagrs. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal. no. 204, January, 1923.)

Comprises a series of studies dealing with the major lines of experimentation in the laboratory schools, and with various problems of administration and instruction developed in the University high school of the University of Chicago.

**UPDEGRAFF, HARLAN, and KING, LEROY A.** A survey of the fiscal policies of the State of Pennsylvania in the field of education. A report to the Citizens' committee on the finances of Pennsylvania to Hon. Gifford Pinchot. December, 1922. viii, 207 p. tables, diagrs. 8°.

Reprinted from Part II.

This study takes up the finances of the public schools, normal school, higher educational institutions, and State department of public instruction, and discusses their relative needs. A summary of findings and recommendations precedes the detailed results of the investigation. It is found that Pennsylvania was a low-cost education state for forty years previous to 1921, but since that year the State has been advancing educationally. An account is given of the "ability and effort plan" in the allotment of State aid for schools.

**WILLMANN, OTTO.** The science of education in its sociological and historical aspects. Authorized translation from the fourth German edition, by Felix M. Kirsch. Vol. II. Beatty, Pa., Archabbey press, 1922. xx, 505 p. 8°.

Volume I of this translation, issued in 1921, contains the Introduction and Part I—The historical types of education. The present volume contains the remaining four parts of the work, dealing with the motives and aims, the content, the process, and the system of education. The author treats the subject of education in its sociological aspects, and deduces fundamental principles from the test of permanent value afforded by the history of education. The point of view is conservative, giving the chief place in the curriculum to philology, mathematics, and philosophy. The other important elements in the content of education are also discussed. Additional topics are the organization of studies in programs and courses, methods of teaching, educational institutions, and finally the place of culture and education in the sum total of life's duties.

## Educational Situation in National Capital

(Continued from page 145.)

with legislation as such, but with the appropriations bill which deals with the schools. The people of the District of Columbia stand squarely back of the comprehensive educational program which has been developed by the school authorities.

The efforts of the school authorities have been exerted to secure increased appropriations for the maintenance and extension of the educational activities of the school system and for legislation necessary to conduct a more efficient educational program.

Like most American cities, Washington constructed no school buildings during the period of the war. Moreover, appropriations for school buildings preceding the period of the war were not sufficient to take care of increased enrollment. Furthermore, Washington experienced an unprecedented increase in population, including school population. Most of this increase in population has become permanent. The accumulated shortage of schoolhouse accommodations up to the period of the war, the absence of any schoolhouse construction during that period, and the unprecedented increase in population during and following the period of the war, have resulted in a situation which can only be met by increased appropriations for school buildings. The Board of Education and the citizens of Washington are united in a campaign for better schoolhouse accommodations.

Three legislative measures for the improvement of the educational situation in the District of Columbia have likewise been introduced into Congress.

### Present Compulsory Law Inadequate.

A bill (S. 2040, H. R. 72) to provide an up-to-date and adequate compulsory attendance law has been introduced. The present law is totally inadequate. This bill also includes provision for the taking of a school census of all children in the District between the ages of 3 and 18 years. At present there is no enumeration of school children.

A bill (S. 2360, H. R. 9543) for providing free textbooks and educational supplies for elementary and high-school pupils has been introduced into Congress. At present the annual appropriations bill provides free textbooks and educational supplies for elementary school pupils. High-school pupils purchase their books and supplies. This bill would legalize what is now being done annually in the appropriations bill

and would extend like advantages to high-school pupils.

### New Salary Law is Needed.

A bill (S. 3136, H. R. 10390) to provide a new salary schedule for the teachers of the District of Columbia has been introduced, which is considered the most important school legislation that has been introduced into Congress for many years. The present legal salary schedule for the District of Columbia was passed in 1906. Certain modifications of that schedule have been authorized in appropriations acts, but have never been established by law. The salaries of teachers and officers in the District of Columbia are far below the salaries paid corresponding teachers and officers in other cities comparable in size with Washington.

A joint committee of Congress, of which Senator Arthur Capper of Kansas is chairman, has been studying the school needs of the District of Columbia for nearly two years. The committee has secured the assistance of several educational leaders to assist them in their work. The committee's report is looked forward to by the people of the District of Columbia with the confident expectation that it will recommend more adequate financial support for public education and the enactment of necessary legislation to make the schools of the District of Columbia model schools of the Nation. The committee has frequently expressed itself as of the opinion that the schools of the Nation's Capital should exemplify the best.

### The Present Situation.

New building to accommodate 1,500 pupils will be opened in March.

The appropriations for schoolhouse accommodations during the past few years have been as follows:

1920-21	\$2,339,000
1921-22	989,000
1922-23	2,086,000
1923-24 (bill still pending)	1,460,000

When all of the buildings covered in these appropriations shall have been put into use, they will only have provided the accommodations necessary for taking care of the annual increase of enrollment in the schools and will have done little toward relieving the accumulated shortage in schoolhouse accommodations as a result of the pre-war and the war period.

While no detailed discussion can be presented in this brief article, the following tabulation will indicate the need for additional schoolhouse accommodations in both elementary and high schools:

The accumulated shortage as of November 1 each year.

### ELEMENTARY SCHOOLS.

Purpose for which needed.	Classrooms needed.		
	Nov. 1, 1920.	Nov. 1, 1921.	Nov. 1, 1922.
1. To eliminate portables....	73	71	161
2. To eliminate rented quarters.....	41	33	25
3. To eliminate undesirable rooms.....	21	39	34
4. To reduce oversize classes.	57	57	57
5. To eliminate part-time classes:			
Grades I and II.....	150	152	137
Above Grade II.....	18	19	19
6. To abandon buildings recommended for immediate abandonment in 1908, but still in use.....	16	16	16
7. To abandon buildings recommended for early abandonment in 1908 but still in use.....	91	91	91
8. To abandon other buildings now unfit for present use.....	21	21	21
	488	499	464

<sup>1</sup> 17 one-room portable schools in use in high schools.

### HIGH SCHOOLS.

Normal capacity of all high-school buildings.	Enrollment Nov. 1.			Excess over capacity Nov. 1, 1922.
	1920	1921	1922	
7,350	8,984	10,331	11,682	4,468

### The Nation's Capital.

The people of the Nation's Capital have no voice in their local government. The District of Columbia is governed by a board of three commissioners appointed by the President. There are no local municipal officers elected by the people. Citizens of the District of Columbia have no voice in the administration of their local affairs. Some of the residents of the District retain their voting privileges in their home States.

All legislation governing the affairs of the District is passed by Congress, which thereby becomes the local legislative body. The money necessary for the operation of municipal affairs, including the schools, is appropriated by Congress. Sixty per cent of that money is raised by taxation on the citizens of the District and 40 per cent is appropriated from the National Treasury out of moneys raised, as are other moneys, for the support of the National Government.

The people of the Nation's Capital, therefore, are helpless in bringing about any improvement in their local affairs, except as that improvement is secured through the Congress of the United States. The Representatives and Senators from the various States are the Representatives and Senators for the people of the District of Columbia, even though



the people of the District, for the most part, have had no direct or indirect part in selecting them. The people of the District of Columbia must therefore look to the people of the Nation for the support of the legislation and for the appropriations necessary to make the Nation's Capital a city of which we may all be proud, and especially for a school system which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service.

### Well-Planned Community Work for Foreigners

To teach good citizenship to Mexicans and other foreigners, the "Friendly House" is maintained by the Americanization committee of Phoenix, Ariz., as an evening school and community house. Besides the standardized Americanization courses in English, writing, and arithmetic, classes are conducted in sewing, cooking, basketry, wireless telegraphy, and toy making. Three evenings a week are devoted to the classes and the other three to recreation of a kind that imparts lessons in good citizenship. Among the recreation activities have been Boy Scout work, games, musical programs, a Christmas party, and a Fourth of July party. At the Fourth of July party the Mexican pupils presented a play in English. Relatives and friends of the pupils attend the recreation evenings, thus spreading the Americanizing influence of the school.

With the help of the Carnegie Library, the committee installed a circulating library in the school, and the pupils have learned to use the books, to take care of them, and to return them in good condition. During the year ending October 1, 1922, the school enrolled 275 pupils, including men and women, girls and boys. The largest number of pupils attending for class work in any one evening was 67 and the smallest number 32.

### Kansas Graduates True to Their Training

Engineering graduates of Kansas State College are virtually unanimous in following the profession for which they have prepared, according to reports from the class of 1922. Of 60 graduates in the various branches of engineering, including architecture, 59 are employed in these branches. The other one, a graduate in agricultural engineering, is farming. Of the 60 graduates, 28 were electrical engineers, 16 mechanical engineers, 9 civil engineers, 4 architects, and 3 agricultural engineers.

## Recent Educational Events in Czechoslovakia

*Reorganization of Comenius Institut of Pedagogy. National Association Maintains Kindergartens. Workers' Associations for Physical Education*

By EMANUEL V. LIPPERT

THE Comenius Czechoslovak Institut of Pedagogy has been reorganized. It will be managed in future by a council of curators, of which the Czechoslovak Ministry of Education nominates 7 members and those members select 5 others, making 12 members in all of the curatorium. At the first meeting of the new curatorium, Dr. Ant. Uhlir, professor and member of Parliament, was chosen president of the institut. He began his work on December 5, 1922.

The purposes of the institut are: (1) To collect and to care for historical monuments, records, memorials, documents, and books relating to old schools in the countries of the Czechoslovak Republic, and especially old editions of writings of John Amos Comenius and other great educational writers; (2) to collect examples of educational literature referring to the schools of foreign countries; (3) to support professional studies of pedagogy and to help all who are taking interest in education in the Czechoslovak Republic and who are making surveys of important educational currents; (4) to cultivate public interest in the problems of education and of schools of all kinds by spreading educational knowledge and in such manner as to promote the development of education throughout the Republic; (5) to maintain regular contact with similar institutions in foreign countries; (6) to arrange educational exhibitions and lectures, and to issue reports and other publications about the state of schools and education.

Doctor Uhlir with other members of the institut has already begun the publication of a monthly called "Věstník Čes. Pedagogického Ústavu Jana Amosa Komenského," the first number of which appeared on January 15, 1923.

The institut has three departments: (1) Presidial department, which manages the whole institut; (2) pedagogical library, which is the greatest in the Republic and contains a collection of new pedagogical books published in America and presented by Czechoslovaks in the United States; (3) pedagogical museum, containing many interesting objects. Till now the institut has had only seven rooms, but after February 1, 1923, it will have new rooms for the library and for the reading room in another house of the same street.

### Kindergartens in Germanized Towns.

The Czech National Association, "Ústřední Matice Skolská" founded in the year 1922 eight new kindergarten schools in the Germanized towns, for the towns are not required by law to establish such schools for small children.

### Educational Provisions for Workers.

The Fourth Congress of Social-Democrat teachers and professors was held in Prague on January 5, 6, and 7, 1923. The Congress has established Workers' Associations for Physical Education with 80,000 members, a Night Workers' Secondary School and Workers' Academy. The Academy arranges courses and lectures for workers at many places throughout the Republic.

### New Legislation Proposed.

The Czechoslovak Ministry of Education has prepared an order for effectuating the new "Small education act." The ministry will present to the Parliament, among other bills, bills

(1) For the unification of all education acts concerning Bohemia, Moravia, Silesia, and Slovakia. The State is now giving subventions to the denominational schools whose teachers are appointed by the churches.

(2) Concerning kindergartens.

(3) Concerning continuation trade schools.

(4) Concerning the protection of historical monuments and nature reservations.

(5) Concerning the common use of churches, and other bills to arrange the relations between the Republic and the churches.



That every Londoner may improve his knowledge of his job as well as his general education the London County Council aims to provide evening classes in a wide range of subjects. Two hundred and fifty technical and other institutes are offering evening courses covering virtually all commercial, trade, and technical subjects. Special attention is given this year to the development of commercial education. Classes in art, music, science, literature, and home economics are also offered. Last year 160,000 students attended the evening classes.

## Training for Citizenship and Defense

*Conference Held Under Auspices of War Department. Frank and Full Discussion of Difficulties Encountered*

**T**O consider how Federal and non-Federal agencies can cooperate to realize more fully the provisions of the national defense act as amended in June, 1920, a conference on training for citizenship and for national defense was held by Secretary of War John W. Weeks at the War Department, November 16, 17, and 18, 1922, the report of which has just been issued. In carrying out the provisions of the national defense act the War Department has met many perplexing problems in training the civilian components of the Army of the United States. Since the solution of these problems involves cooperation of numerous civilian agencies, the conference was called for the purpose of frank and free discussion of the difficulties that have been encountered in the past two years. One hundred seventeen citizens representing the public-school system, the universities, the land-grant colleges, various welfare organizations, the National Guard, and the Reserve Officers' Association attended.

### *Federal Government Must Cooperate*

National strength is the underlying topic of this conference, said the Secretary of War, at the opening session. Although the Federal Government is charged with the responsibility for national defense, it has no jurisdiction over the physical, moral, and mental education of our youth, he said; therefore it must cooperate and assist those who directly influence education. Gen. John J. Pershing urged the extension of education to a greater number of boys and girls than now receive it. He spoke of the large number of men whose minds were awakened by the schooling they received in the Army so that they continued their studies after the war.

The specific problems before the conference with regard to training for citizenship and training for national defense were taken up by Brig. Gen. William Lassiter, who said that the two kinds of training must supplement and assist each other. He classified the four qualities involved in good citizenship as physique, skill, education, and attitude and described the general plan of our national defense.

A committee on citizenship training, a committee on reserve officers' training

corps, and a committee on citizens' military training camps were appointed. State laws on physical culture were discussed by the committee on citizenship training, which was under the chairmanship of Dr. C. R. Mann. Among the other subjects discussed were the community service movement, army training for citizenship, and the Federal Board for Vocational Education. This conference was later broken into four subconferences dealing respectively with physical education, technical education, development of attitudes, and the older boy problem.

The committee on reserve officers' training camps, under the chairmanship of Col. William M. Cruikshank, discussed the mission of these camps and how it should be accomplished. Whether there should be any consolidation of the camps of the reserve officers' training corps and the citizens' military training camps was also discussed at this meeting. Similar questions were taken up with regard to citizens' military camps by the committee appointed to consider this subject. The reports from these committees were presented at the final meeting of the conference.

Teachers of Akron, Ohio, voted to forego their scheduled increases in salary so as to prevent further increase in the pay roll, which had already been increased by \$18,000 for new teachers' salaries.

## PRINCIPAL ARTICLES IN THIS NUMBER

- Educational Situation in the National Capital - - - F. W. Ballou
- Reorganization of Education in the Departments - - Jno. J. Tigert
- Superintendents in Convention at Cleveland
- Education in Accident Prevention - - - Mary Noel Arrowsmith
- To Promote Rural School Consolidation - - - J. F. Abel
- District System a Cause of Backwardness
- Discuss Work-Study-Play Plan
- Rural School Administrators Convene - - - Katherine M. Cook
- Arkansas Schools Require More Money
- Status of the School Superintendent.
- Recent Educational Events in Czechoslovakia - - Emanuel V. Lippert

## To Promote International Good Will

*American School Citizenship League Offers Money Prizes for Essays. For Students in Normal and High Schools*

**A** WORLD essay contest, open to students in normal schools, teachers' colleges, and senior students in secondary schools of all countries, is announced by the American School Citizenship League, the contest being similar to those which have been held annually by the league for several years. Contestants are divided into two groups, one consisting of students in normal schools and teachers' colleges, and the other of seniors in secondary schools. The subject for the first group is "A World Educational Association to Promote International Good Will," and for the second group, "The Achievements of Civilization and How to Organize Them for World Comity." Prizes of \$75, \$50, and \$25, known as the Seabury prizes, are offered for the best three essays in each group. The contest closes June 1.

Each essay must be accompanied by a topical outline and a bibliography with brief notes on each book. Essays must not exceed 5,000 words. Judges have been appointed in various countries to choose the essays that are to be translated into English and submitted to the United States judges. Further information may be obtained from the secretary of the league, Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass.

## American Colleges in Near East Reopen

Six of the American colleges in the Near East which were closed on account of the war and its consequences have reopened, and have almost recovered their attendance of 1913-14, in spite of great increase in the cost of operating them. Several colleges have as yet been unable to reopen, according to a report from the American consul general at Constantinople.

Believing that girls as well as boys should know the principles of gardening, poultry raising, etc., so that they will be able to take part in the outside life at home, Kern County Union High School has formed a girls' agriculture class, with eight members. In the course of study are included botany, practical gardening, poultry, and domestic animals.